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PROCEEDINGS OF THE  
SIXTH CONFERENCE FOR  
EDUCATION IN THE SOUTH



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PROCEEDINGS  
OF THE  
CONFERENCE  
FOR  
Education in the South  
THE SIXTH SESSION

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RICHMOND, VA.

APRIL 22D TO APRIL 24TH

AND AT

THE UNIVERSITY OF VIRGINIA

APRIL 25TH

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1903

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## EDITOR'S NOTE.

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The delay in the publication of the present volume has been due to the fact that the work of revision fell largely within the vacation period, when some of the contributors were inaccessible to the mails. It is hoped that the publication will prove not merely a record of the proceedings of the Conference, but a serious and permanent contribution to the subject of public education in the Southern States.

The notes of the stenographer have been followed somewhat closely. Some of the informal expressions from the platform, and some of the indications of "applause," have been retained. The retention of these more passing phases of expression has been due to the fact that these pages are not the mere records of an impersonal and scholastic discussion, but the printed memorial of a very vital and vivid occasion. With especial reference to the indications of "applause," it may be said that what a representative audience heartily approves is often quite as significant, to the serious student of popular movements, as what the speaker says.

On the evening of Sunday, the twenty-sixth of April, there was held in the Academy of Music, at Richmond, a memorial service in commemoration of the life and public activities of the late Dr. J. L. M. Curry. The addresses delivered on this occasion will be found in the appendix to this volume.

E. G. M.

*Montgomery, Alabama, October 10, 1903.*





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REPORT OF THE PROCEEDINGS  
OF THE  
Sixth Session of the Conference for  
Education in the South

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BUSINESS SESSION

THE ACADEMY OF MUSIC, RICHMOND, VA.

3.30 P. M., WEDNESDAY, April 22, 1903.

The Conference was called to order by the president, Mr. Robert C. Ogden, of New York City, at 3.30 o'clock p. m.

THE PRESIDENT:—*Ladies and Gentlemen*, At the last meeting of the Conference for Education in the South, the executive committee was charged with the responsibility of the selection of the next place of meeting. They have decided upon the acceptance of the invitation of the city of Richmond, and various bodies representing education in this community, to hold our Sixth Annual Conference in this city. Wherefore, under the authority delegated to the executive committee by the Conference last year, I have the pleasure of calling to order at this place the Sixth Annual Meeting of the Conference for Education in the South.

The proceedings this afternoon will be of a very simple character, it being the intent to prepare for the work of the Conference by attention to such details of business, not very numerous, as are necessary for our orderly proceeding.

The Conference for Education in the South is not a definitely organized body; it has no credit, it professes no particular form

of religion. But it is dominated by a Christian spirit, and has always incidentally, but very positively, recognized the influence of the Christian religion as an ally and a necessary support to all true education. Therefore, it has been customary to open the deliberations of the Conference each year by asking the Divine blessing and guidance. Our exercises this afternoon will begin with this devotional service, and we shall be led in prayer by the Rev. Calvin Stewart, D. D., of this city.

Dr. Stewart then offered prayer.

A MEMBER:—Mr. President, I believe it has been customary, in the very beginning of the proceedings, to announce the committee on organization. I move you, therefore, that the Chair do now announce that committee.

Adopted.

THE PRESIDENT:—The Chair appoints on that committee: Dr. Walter H. Page, of New York; Mr. W. H. Baldwin, Jr., of New York; Dr. C. T. Meserve, of North Carolina; Mr. E. G. Murphy, of Alabama, and Mr. E. C. Branson, of Georgia. This committee will now have leave to retire, and they will be heard the moment they return with their report.

There being no direct business before the Conference—and there will not be until this committee have an opportunity for deliberation and report—I will take the liberty of making a few suggestions to the audience.

Always, under circumstances like these, when so large a number of those who have gathered here for the serious business of the Conference, are surrounded with a hospitality so delightful, there is a very serious temptation to allow social privileges and the charms of such hospitality to lead the delegates away from their serious duties. I therefore desire to ask that you will not yield to social life the attention which this Conference deserves and has a right to require.

I am also requested to suggest, and I would very positively urge, that all of the members of the Conference wear their badges.

The exercises of the Conference in this city will close on Friday evening. The sessions of the Conference, however, will be continued on Saturday at the University of Virginia. A special train will convey us there, and announcement as to the management of this excursion will be made at the proper time from this desk. It

is hoped that the attendance at the University of Virginia will be large.

After that, on next Sunday evening, there will be a service which should prove to be deeply interesting to all members of the Conference, to every one interested in education, and to the citizens of Richmond—a memorial occasion having to do with the life and public services of the late Hon. J. L. M. Curry, who passed away from us only a few weeks ago and whose remains were brought to their last resting place in your beautiful cemetery.

We are now prepared to hear from Dr. Walter H. Page, chairman of the committee on organization.

DR. PAGE:—Mr. President, the committee on organization and nominations reports (1) a motion that the present officers of the Conference hold over until the end of this Conference, and (2) asks leave to make its report on organization and nominations for the ensuing year on Friday morning.

THE PRESIDENT:—The committee moves that the new officers elected by the Conference on Friday do not enter upon the duties of their respective offices until after the close of this Conference.

Motion seconded and adopted.

THE PRESIDENT:—The report seems to be limited to this one little suggestion,—which the mind does not require much higher education to formulate.

At previous Conferences there has been some time occupied in a very interesting way by the presentation of invitations from communities where it has seemed desirable that the next session of the Conference should be held. Therefore we have a suggestion from the executive committee that time be given this afternoon for the presentation of such invitations. I will only say, in introducing this matter, that an hour ago I received this telegram, addressed to the president of this organization:

“The University of Alabama heartily joins Montgomery in the invitation to the conference.

“JOHN W. ABERCROMBIE,

“President University of Alabama.”

If there are any gentlemen on the floor who have suggestions of this nature to present, the Conference is now ready to hear them.

DR. B. J. BALDWIN, President of the Board of Education of



Montgomery, Alabama:—Mr. President, I am delighted at the suggestion just this moment made by the Chair, as it relieves me from making a speech.

Following the telegram of the President of the University of Alabama, I wish to present, briefly, a more extended invitation from the state of Alabama, and particularly from the city of Montgomery. Having met in Georgia, in North Carolina and in Virginia, we feel that it would be wise for you to go a little further into the South, and therefore we earnestly hope that you will accept our cordial invitation to come to Montgomery.

In this behalf, I wish to present an invitation from the governor of Alabama, his Excellency William D. Jelks; an invitation from E. B. Joseph, mayor of the city of Montgomery; an invitation from the city council and aldermen of the city of Montgomery; an invitation from the Department of Education of the State of Alabama; an invitation from the Board of Education of the city of Montgomery, and an invitation from the Alabama Polytechnic Institute.

The best and only thing we have to offer is a most cordial and hearty welcome, and we submit that to your serious and earnest consideration and hope you will come with us next year. (Applause.)

MR. JOSEPH B. GRAHAM, of Alabama:—Mr. President, my speech is not long enough to warrant my walking to the platform. I just want to say a word in seconding the invitation just extended. I have not been here quite long enough to ask you to go home with me, because I haven't had time to get acquainted, but I do so as this is the hour for extending invitations. By way of supplementing the letters referred to by Dr. Baldwin, I want to say that the legislature of Alabama recently undertook to invite you down there next year, but you know legislatures will get a little off, and they invited you to come this year, but that is pretty correct for a legislature. (Laughter.) We will move to extend that invitation forward when the legislature reconvenes in September, and you may consider that invitation extended; they really meant for you to come at the time when they passed it.

We feel that we need the influence of this great Conference in our section. We are trying to get into accord with its work. We want to become part of you in your purposes and your aims. Many of you have already traveled in Alabama and visited some of our in-

stitutions there and know something of our work. We believe that the presence of this body with us next year would help us, not only in Alabama but in that portion of Tennessee which lies immediately north of our state, and that portion of Mississippi which is west of us; and you would be going along the line suggested by Dr. Baldwin—Virginia, North Carolina, Georgia and then Alabama.

We trust that the members of this Conference, without waiting for the rounded periods and flowers of speech that usually come along with such invitations, may accept the invitation to come home with us—but don't come until next year. (Laughter and applause.)

DR. ALDERMAN, of Louisiana:—Mr. President, I simply desire to second the invitation for the selection of Montgomery as the place to hold the seventh session of the Conference for Education in the South. I think it is clear to all of our minds that, for the purposes of this Conference, it should be held in the lower South. Of course the ideal place would be New Orleans, as the commercial metropolis of the South, but in this case, New Orleans is magnanimous and is prepared to give way to Montgomery. I simply wish to give to the Conference the expression of my belief that the wisest thing we can do is to accept this invitation.

THE PRESIDENT:—The previous method of the Conference has been to receive the invitations and refer them to the executive committee with power to the committee to decide. Of course all information that can be given on the floor of this Conference has weight with the executive committee in making its decision.

DR. HAMLIN, of Alabama:—Mr. President, I am a Northern man by the accident of birth, I am a Southern man from choice; I live in the state of Alabama. Alabama will do all she promises. Come to Alabama next year. (Laughter and applause.)

THE PRESIDENT:—If there are no other matters of this sort to come before us, this invitation from Montgomery, unless there is objection, will take the usual course and be referred to the executive committee for consideration.

There is an opportunity now, and perhaps the only one that will occur during the proceedings of the Conference, for the introduction of any new business that any one may desire to present.

MR. GEORGE FOSTER PEABODY, of New York:—Mr. President, I move that it be referred to the Committee on Resolutions as to

whether it would not be better to adopt an order of business whereby these matters we have just been considering would be deferred to a later session of the Conference. It seems to me and it has occurred to some others with great force, that it would be better for the first session to be a real business session and these matters to be deferred to a later time.

THE PRESIDENT:—As the Chair understands the motion, it refers to the committee on resolutions the question whether it would not be desirable to transfer the formal business from the first session to the last, and, if the resolution is adopted by the committee, it will change the order of business; in the next session of the Conference, the matters we have been attending to this afternoon would be attended to at the last meeting, thus giving us an opportunity for the Conference to begin its legitimate and important work immediately upon gathering together.

Adopted.

THE PRESIDENT:—I have to state that the programs for the entire Conference are here; they will be handed out by the ushers at the ends of the aisles as the audience retires. Is there any other business to come before the Conference?

On motion, the Conference then took a recess until 8 o'clock p. m.

## FIRST DAY.

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### EVENING SESSION.

WEDNESDAY, April 22, 1903.

The Conference was called to order at 8.15 o'clock p. m.

THE PRESIDENT:—Before entering upon the formal exercises of the evening, I am glad to state that there is a universal demand, voiced by distinguished citizens, that the gentlemen who are partly responsible for this organization, the executive committee and the members certainly of the General Education Board and the Southern Education Board, present themselves on the platform. The people desire to see them, their friends of the Conference desire to be amused at their expense, and those who are up here desire their support. If they are men, and I think they are, they will respond to this suggestion. (Laughter.)

I would say that at the close of the exercises this evening, the audience is expected to respond to the invitation to a reception at Richmond College.

Though it is almost a satire that I, a stranger, representing a miscellaneous body, scattered in its membership all over the United States, should do so, it is now my privilege to present to this audience his Excellency the Hon. A. J. Montague, governor of the Commonwealth of Virginia. (Applause.)

#### ADDRESS OF WELCOME,

By GOVERNOR MONTAGUE, of Virginia.

*Mr. President, Members of the Conference, Ladies and Gentlemen,* It is always difficult to say how heartily we welcome people when we really mean to welcome them. It is something that can be

expressed better in the act than in the word. It lies more in the exhibition of the thing than in the speech. But I can assure the ladies and gentlemen who are in attendance upon this Conference that the people, not only of Richmond, but of the commonwealth, are greatly interested and gratified in your coming, and trust that your stay may not only be pleasant but also profitable in those higher and better things which make for the promotion of humanity. (Applause.)

I should say, however, that we welcome you to something else besides our hearts and homes. We welcome you to a hospitality of thought and to a common but noble undertaking. You are no strangers to us save that perhaps all of us do not know your names. We are all American citizens, interested in those things that make for the welfare of the American people. This Conference comes to this commonwealth, on the borderland of the Southern states, not as strangers, as I have just observed, but to see with our eyes, to feel with our hearts and to help with our hands. You do not come to dogmatize, but to co-operate. You have no hostile views to impose upon us, but you come simply to help us and to give us the inspiration that springs from common fellowship in a good and a great thought. Therefore, one must have a poor and selfish heart not to extend to you a cordial and an abiding welcome. (Applause.)

The education of our people is the supreme task of statesmanship, as it is the supreme need of the masses of our people. Political despotism carries with it academic despotism. Freedom of the press, of politics, of education and of religion are, perhaps, the four cardinal factors in our governmental system. If this be a government of the people, by the people and for the people, then that people must be an intelligent people. It is idle to speak of sovereign power without the intelligence necessary for the exercise of that power. Therefore, in a government by the people, of the people and for the people, it is essential that the people should have capacity for government, and to have that capacity they must have an educated intelligence. Consequently, it is the bounden duty of the state, it is an inexorable burden it cannot escape, that education shall be of the people, by the people and for the people.

Our government rests upon the consent of the governed. Consent implies not only volition, but an intelligent conception of that

which is assented to. Therefore, it is the duty of every man who has anything like a desire for the advancement of his fellow-men, anything like an altruistic spirit, to see that the intelligence of the people is properly educated.

Indeed, ladies and gentlemen, I observe that education in its broad sense, in its moral sense, in its physical sense, is almost the beginning and end of man's life. In a free country, education must not be and cannot be confined to any particular class. It must go through every beaten path and highway of the common people of the land, it must go into every home and by every fireside. Well did Mr. Jefferson express that, and well therefore did Mr. Macaulay say that no statesman of his day and the day preceding him ever had such zeal for education and such faith in its power. This undertaking, to which these ladies and gentlemen have committed themselves, is for the common education of the great masses of our people. No man can live unto himself, no man can die unto himself. We have to bear one another's burdens; we have to see that those who do not have the light shall have that light.

One other word, ladies and gentlemen. If the American Republic is to be made a success, no state shall have pleasure in the disasters of another state. (Applause.) Love of a land is not so much love of the flowers and the streams as of the people who inhabit that land. (Applause.) Therefore, we welcome you to this common task of patriotism, of fellowship, of communion of minds set upon high purposes.

In Virginia if there has ever been a period of our isolation that period has passed. If there have ever been causes for our estrangement, those causes no longer exist. This great congress of educators, not educators of the North alone, but educators of the North, East, South and West, is spoken of sometimes as being composed entirely of gentlemen from the great city of New York. The majority of the governing force of this great organization is composed of gentlemen from the Southern States. You come, ladies and gentlemen, to quicken our spirits, to strengthen our purpose, to soften and sweeten our fellowship. What a great end for a great country, the greatest country that man's foot ever trod upon, and the greatest end that ever yet stirred the heart and blood of man! (Applause.) Such a purpose blazes in our eyes. May

the light it carries to each heart be not a faint one, and so may each one go away from this meeting better than when he came, and feeling that he has made some contribution to the good of his fellow-men. I renew this poor expression of cordial welcome and greeting to this superb audience. (Applause.)

RESPONSE OF THE PRESIDENT,

MR. ROBERT C. OGDEN, of New York City.

*Governor Montague, Ladies and Gentlemen,* It is no easy task that comes to me officially this evening. If I begin in a vain effort to respond properly to these words of welcome, I must give to this audience some idea of the cumulative invitation that has come to this Conference, and to which the Conference has responded. To put it in proper official form, I should begin by addressing his Excellency the governor, the legislature of the state of Virginia, the Department of Education of the state of Virginia, the University of Virginia, Richmond College, Washington and Lee University, the Richmond Educational Association, the Richmond Chamber of Commerce—for it is at the invitation of all of these organizations, social, commercial, political and educational, that the Conference has come to this beautiful city for its present session. I assure you, Governor Montague and all the representatives of all the various organizations whose titles I have recited, that it is with very full hearts we come here to respond to your invitation, and that our thanks are given to you in a spirit no less sincere than your words of welcome to us. (Applause.)

I wish very much that I had the capacity to make proper reply to the welcome and the words of wisdom contained in the Governor's address, but that is beyond my power. You will have to "read between the lines the grace of half-fulfilled designs." I would do better were it in my power.

It is a very great satisfaction to us of the North and of the South, gathered from all the many states represented in the Conference, to come here as recipients of your gracious hospitality, to come and to receive the impulse of all the delightful things you are doing for us. But it is even more satisfactory and more delightful to find in the welcome given to the Conference for Education

in the South a full and complete understanding of all that the Conference represents and all that it stands for. It only serves to accentuate what I shall say a few minutes later in my remarks as president of the Conference—the fact that the Conference has created nothing, but has merely brought together influences that have been growing for many years in separated places, whose force and power have increased because of their coming together. Hence we find here in the city of Richmond, as the Conference has found in every place in which it has been privileged to meet, earnest souls, rich in and full of all the ideas which inspire the Conference. It is this understanding of what the Conference is, and what it stands for, that makes perhaps the richest part of our welcome here, to which we can respond in the largest and most complete way.

Through all the history of this Conference, this being the sixth of its annual meetings, it has widened in influence, it has deepened in sympathetic power, it has broadened in force, each Conference making some distinct and large advance on its predecessor. And now we come here full of hope and expectancy, believing confidently that one long step upwards and forwards will be made during the three ensuing days, two days that we are to have here in Richmond and one at the University of Virginia.

If the Conference for Education in the South were an organized institution of learning, its presidential office would be a chair of apologetics. The changing and widening constituency of each successive gathering, and especially the large local audiences, create a natural demand upon the presiding officer for an explanation of the Conference, its source, rise and progress, its rationale and organization, its right to existence. And in these annually recurring conditions of difference must be found the excuse for the continuing uniformity of the present chairman's opening addresses. Thus limited, it is only possible to add some particulars to a re-statement of facts and a slight development of themes discussed in former years.

The reports of former Conferences will be consulted in vain for definite answers to the questions naturally asked by the large contingent now for the first time present. Originally, membership was limited to the list of guests invited to share the hospitality of Captain Sale, at Capon Springs, West Virginia. The only present qualifications needed by a delegate consist in personal presence and



sympathetic accord. Thus the Conference is a purely voluntary association. It has had a healthful and continuous growth without a constitution, and has thus proven its ideal nature, human temper and intellectual quality. It has illustrated the possibilities of the brotherhood of man by electing executive officers and committees with no by-laws to restrict, with perfect freedom for unlimited overwork, and the right—by appeals to altruism, to patriotism, or fear—to impress into the service of the Conference all whose assistance may be required.

By this gentle brigandage the Conference has lived and moved and had its being. Cordially appropriating the generous hospitality of locality after locality, piling boundless cares upon local committees, placing upon its chief officers responsibilities broad as the tenderness of conscience or capacity for initiative; trusting as the birds trust the hand that providentially feeds them, a treasurer without an exchequer; appropriating for the use of the executive committee the whole American republic of letters that a proper program should annually be presented—the Conference has gone forward from grace to grace, and strength to strength, until now it convenes in this beautiful city of Richmond with a robust intellectual appetite waiting with faith and hope to be fed and satisfied. Could there be a more complete expression of simple faith and abiding trust? (Laughter and applause.)

Quite likely the inorganic character of the Conference has inspired the expression of doubt concerning its serious purpose. Intimations have not been wanting that it is only a junketing affair, a sort of fad which the imaginations of certain very good people have translated into a supposed vitality and force, a solemn fancy that affords a sober excuse for an affair primarily social, incidentally educational. Suggestions of this nature originate quite beyond the circle that have personal knowledge of the facts. Certainly the social environment of the successive meetings has been important and useful, as it has been delightful, yet it is completely subordinate and incidental.

Nevertheless, the inquiry is legitimate: "What is the theory of this Conference?" The reply is clear and sharply defined: "The Conference exists for the advancement and promotion of the education of all the people." A brief analysis of the elements of the Conference may clarify this answer.

All are perfectly familiar with the sovereign demands—material, intellectual, spiritual—of educational interests. Executive combinations of many sorts—land, buildings, taxation, legislation, systems, methods—are under requisition for the service. Its infinite details increasingly enlist the unremitting toil of hundreds of thousands of painstaking teachers, men and women, representing every grade of instruction from the simplest to the most abstruse.

For the moment, in the centre and foreground of this vast perspective, stands this Conference—a composite aggregation of men and women, interesting because so varied in its personnel.

Some are profoundly ignorant of the technicalities of education, quite unfamiliar by personal knowledge with even the recitation rooms or the methods of contemporary school life. Others are within the sacred fraternity of teachers, and in this group may be found representatives of every rank in the teaching profession. Still others are charged with the official responsibility of educational management on behalf of the state or corporate bodies. But all are here with one accord in one place—officials and citizens, professionals and laity—by reason of a common belief in the beneficent power of education, and because each distinct element is essential to the spirit that must vitalize the Conference.

So much for the personnel.

The solvent, the fusing power that creates the common point of contact, is the belief, perceived in varying degrees by all here present, that the great social duty of our age is the saving of society and, further, that the salvation of society begins with the saving of the child. (Applause.) Without faith in the moral progress of the world we are hopeless indeed. This progress begins with the little child, and therefore, in a very literal sense, we are here to-day under the leadership of childhood. From the kindergarten of to-day to the university of to-morrow is, as the years go by, a very short step.

In this presence no apology is needed for the claims that the saving of society, the progressive betterment of humanity, is demanded by Divine authority, manifested through the living purpose clearly revealed in Holy Writ, providential guidance and human consciousness. Neither should excuse be asked for insistence that a clear, definite and exacting special demand is made upon every man and woman for personal service—self-sacrificing, devoted—in

all things having to do with the creation and promotion of human knowledge as a means of human happiness. (Applause.)

So much for the moral inspiration of the Conference.

Continuing the inquiry a step further, we notice that, from the foundation of our government until now, ringing out with true tone and clarion voice, rising resonant and distinct above the clamor of politics—above the loud barking of the dogs of war, above the harsh controversies concerning the nature of the national federation, above the strident debates upon the ethics of domestic institutions—the note of democracy, in catholic unison, has ever resounded dominant and universal. Democracy is a national institution, the fundamental political doctrine of every American worthy of the name, the sacred trust confided to our care and keeping, to be preserved for the healing of the nations through a complete demonstration of its truth upon American soil. Thus, in a very special way, our political institutions unfold an inspired mission that deeply concerns the moral progress of the world. Thus the state should become the universal missionary of a political gospel both at home and abroad. (Applause.)

But a true democracy can only exist through the fidelity of its citizens. Individualism—cynical, selfish, cold and indifferent—cries out: "Am I my brother's keeper?" "Who is my neighbor?" A true democracy quickly echoes back: "Thy brother is he that hath need of thee." "Thou shalt love thy neighbor as thyself."

There is a divinity in democracy; in society as in the individual there is personal and organic spiritual life. Witness the restless longing for social service that marks the serious side of present-day life in America.

So much for the patriotic inspiration of the Conference.

And thus it has come about that this varied collection of men and women, moved by ethical and patriotic incentives, have come from remote localities that they may be mutually instructed and inspired in a conference based upon the common belief that the general education of all the people is essential to the salvation of society; that without general education, progress in the arts, in the diffusion of happiness, in the things that make for the good character, family peace, clean living, human brotherhood, civic righteousness and national justice is impossible. In the atmosphere of a common

human sympathy the Conference for Education in the South lives and moves and has its being. (Applause.)

The concrete reply concerning the theory of the Conference is short and simple. It is a diminutive spiritual democracy—a sympathetic association of those who believe in the civic and constructive value of the policy of universal education. It exists for the cultivation of the higher inspiration that underlies all social development. It firmly believes that successful practical effort is the product of sound ethics. Many here present will attest the accuracy of this statement from personal knowledge acquired at former meetings.

And yet this Conference is not a transcendental body, existing in the assumed superiority of a self-created atmosphere of indefinite and mysterious supremacy. Therefore, as action is the expression of doctrine, as methods are the formulæ of beliefs, so the discussion of practical educational questions naturally affords the means for the cultivation of the true ideal of the Conference.

The province of pedagogy has rarely been touched, never invaded, by the proceedings of the Conference. That great and important side of educational progress is too technical and detailed for the time at command, and, belonging to the strictly professional side of educational administration, could not be profitably considered in a body so generally representative as the Conference. It is therefore naturally eliminated.

There is, however, a vast sphere in which the Conference may now, and for long years to come, find ample scope for thought and discussion.

Legislative action has expressed the will of the people upon many topics that need larger light, public opinion as yet unexpressed in law lengthens the schedule, and individual minds find still other questions in education that may well challenge the consideration of philanthropists, philosophers and statesmen. These fertile sources have supplied the program that your executive committee presents for the guidance of your deliberations.

The absolute need of universal education has the endorsement of the law of each of the United States of America and the conscientious allegiance of all intelligent citizens.

Local taxation for education has the sanction of law in many states. Negro education is recognized as a part of the public educational system in every state, both South and North. The education

of every child in our country is an admitted national duty, and leading minds find in this principle broad ground for a demand that the national government should share with the several states, in proportion to the need, the financial responsibility involved in the discharge of that obligation. The moral accountability of the higher institutions of learning to the cause of popular public education, and the economic value of education to material progress, are great subjects that have the affirmative approval of the highest intelligence.

The admirable program presented to the Conference, requiring for its preparation an extraordinary amount of painstaking adjustment and infinite correspondence, demands no justification or explanation. It speaks for itself. Nevertheless, interest in the entire proceedings will be increased by a recognition of the height, breadth and depth of the conditions from which the selection of the topics for discussion and instruction has been made.

Within the limitation of this orderly program this Conference is an open forum. Reasoning from previous practice, its function is inspiration by discussion rather than decision. Resolutions have never been its vogue. Its conclusions have been enshrined in individual thought and not voiced in the vote of a majority.

This natural practice is a direct evolution from the underlying circumstances that made the Conference possible. It is deeply interesting to note in this connection that the originators of the Conference did not know the extent of the forces with which they were dealing, nor the greatness of the power they were calling into being. The one all-controlling fact before the minds of the fathers of the Conference was the appalling need of an educational awakening in the rural South. Who that heard will ever forget the graphic utterances of Dr. Curry and President Wilson, of Washington and Lee University, in which, with words hot from well-furnished minds and glowing hearts, they reviewed the causes of educational backwardness and pictured the then existing need? (Applause.) Later came the comprehensive statistical and descriptive addresses and papers presented to the Conference by members of the Southern Education Board that gave cumulative testimony to prevailing conditions and needs. So earnest and drastic were these utterances that it would seem ungracious to repeat them now. But the impassioned expressions of these leaders voiced the longing, anxious

appeal of many earnest and intelligent men and women that, in the seclusion of remote, obscure and wide-lying communities, had pondered upon the way to improve educational conditions and prayed long and earnestly for the means of relief. A vast amount of the seed of the Kingdom was growing secretly. These were the conditions that awaited the coming of the Conference. At the beginning it touched only a few of these faithful souls, but now, by its direct action and by other agencies that its spirit has called into being, the fellowship is increasing and bringing forth abundant fruit.

The intrusion of disagreement into a domain of thought and sentiment so vast and so sacred would seem to be sacrilege. Thus the natural life of the Conference has been that of unity and agreement. The standing ground of common need is so broad, the truly vital point so evident and so eminent, as to forbid discussion; points of difference are so minor and inconsequent that perfect accord has been natural—any other condition would be contradictory to the best humanity here in conference assembled. (Applause.)

I know that I am repeating facts that are more than familiar to many here, and partially leading this audience over the same ground upon which I have taxed patience before. But it is now for a different end. I wish to demonstrate that the Conference, by apparently following a negative course, is doing its noblest best toward securing positive results, achieving its greatest resolves without resolutions; by ignoring small details and eliminating lesser and petty influences, leaving the larger life of principle and aspiration freedom for growth and development. (Applause.)

If this diagnosis of the theory and practice of the Conference meets with assent and approval, let the resolve be made to add another year of experience to traditions born of a previous useful policy.

It is fundamentally impossible to hold the Southern Education Board and the General Education Board officially responsible for this Conference. In a full and complete sense they are only accountable to the donors of the money by which they are supported. In a very broad and positive sense they are responsible for their action to intelligent public opinion. In a sentimental and sympathetic sense they are so interesting to the Conference that this discussion demands reference to them, and the program would be incomplete

without some account of their doings. And yet it should be positively understood and insisted upon, until the interested public comes fully to understand, that the Conference and the boards are absolutely and entirely distinct.

The Southern Education Board carries on a crusade for education. Its organization is comprehensive and actively covers the larger part of the country from the Potomac to the Rio Grande, from the Ohio to the Gulf. Its large expenses are privately defrayed. The General Education Board administers such funds as may come to it for the assistance of education. In this connection they cannot be considered separately—their work is a unit; they are the halves of a complete sphere; they are interdependent, subjectively and objectively. Seven men are members in both boards. The program indicates the part that reports of their work will occupy in the exercises.

At the office of the General Education Board in New York, under the direction of Dr. Buttrick, a vast amount of information is being accumulated and tabulated concerning schools and educational institutions in the various states covered by the operations of the boards. From the Bureau of Information, under the direction of Dr. Dabney, at Knoxville, Tennessee, a great mass of popular and statistical literature has been circulated to the newspaper press and to individuals. Assistance has been extended to various schools and institutions, divided nearly equally between the races. Various Summer Schools for teachers have been encouraged and assisted, none entirely supported. Certain counties in several states have been encouraged to improve the public schools by subscription and local taxation, by the duplication of funds thus raised by the General Education Board. These experiments display the possibilities of self-help. State conferences of county superintendents of education have been held, with highly satisfactory results, in Virginia, North Carolina, South Carolina, Tennessee, Georgia, Alabama, Florida and Louisiana. Others will follow, and probably the usefulness of the system will warrant its continuance.

It is also needful to remember that the Conference is essentially in control of the Southern delegates, and that such Northern official representation as exists has been in obedience to the unanimous demand of the Conference. In harmony with this feature of the Conference, all the members of the Campaign Committee,

composed of the several district and bureau directors, of the Southern Education Board, are residents of Southern states. In addition, nine other prominent Southern men are representing the boards in various forms of activity. Any apparent indelicacy that may attach to this statement must be excused because of some misunderstanding concerning the personnel and purposes of the boards.

Two common grounds of meeting for all humanity are found in the fellowship of sin and the fellowship of service. Fellow-sinners we all are by our common human nature; fellow-servants of human need we may all be and ought to be through human sympathy. This great audience is here because of sympathy with the object of this Conference. There is no indifference here. It indicates that the cry of the child is falling upon sympathetic ears; that the fundamental right of every American-born boy and girl to a good English education appeals to the sympathetic heart; that illiteracy, the great undone margin of national education, claims the sympathetic thought of the patriot; that the public conscience is being reached by the demand that an heredity of intelligence and civic righteousness should be created as the birthright, the patent of nobility, of every American. (Applause.)

We are a proud people. The vast resources, growth of wealth, increase of population, achievements of enterprise, tremendous material strides forward witnessed by recent years, appeal to the imagination with overwhelming force, and we are dazzled by the brilliance of the pageant as we are confused by its incomprehensible magnitude. I freely admit the blessings of commercialism and recognize, with a good, healthful spirit, that trade is the vanguard of civilization and the ally of education.

We are, indeed, a proud people. We boast of our civilization. We are vain of our national achievements in science, literature, the fine arts, education, philanthropy and social progress. There is an aristocracy of intellect and culture, as of money, and, in it all, self is the object of highest worship.

We should be an humble people. Are the wily arts of the demagogue, North or South, who finds in prejudice, produced by ignorance, the opportunity to serve himself through the triumph of that which is false, a subject of pride? Is the prevalence of provincialism, urban or metropolitan (the latter the greater), which narrows the view to things local and selfish, a subject of pride? Is the



heredity of ignorance, that transmits its baleful and growing blight from generation to generation, a subject of pride? Is the failure of law, North or South, to punish crime and the freedom of the criminal to prey upon society, a subject of pride? Is the arrogance and indifference of wealth to human need a subject of pride?

When we look fairly at the under side of things, with a good, honest purpose to know the truth, does not all our pride melt away, and does it not seem that, instead of boasting of our exalted civilization, we should confess with humiliation that we are just emerging from barbarism?

I am no pessimist. This is not a pessimistic assembly. But it does appear as the duty of the moment that we should squarely look at our worst conditions. Only thus can we comprehend the personal call to service.

This Conference primarily owes its existence to a great class who have heard and obeyed the call to personal service. In the beginning it earnestly extended sympathy to teachers of every degree, and quickly came back a loyal response. From then until now the blessed tie that binds has been strengthened, and the reflex atmosphere of appreciation has encouraged the men and women from various other walks of life to remain in association with the Conference. But without the help of the teachers it would long since have expired.

Encouragement has also come from educational officials. The Conference and the boards have been in most delightful harmony with the governors of states, superintendents of education of states and cities, presidents of universities and colleges and trustees of many institutions. Thus the influences have been reciprocal and twice blessed.

The appeal for personal service in this holy cause of popular education comes with largely added force from the fact, so painfully impressed upon all familiar with our Conference life, that we meet to-day with ranks sadly broken. The Nestor of this Conference, Dr. J. L. M. Curry, absent last year on an important government mission to a foreign country, has paid the debt to nature and will personally appear no more at our meetings. Another opportunity will be given the Conference to pay its tribute of respect to his character and public service. But the solemnity with which we face the question of the personal call to duty is made intensely

profound by the thought of the inspiring example of our leader. The massive and intense personal force of his nature was dedicated with uncompromising devotion to the work of universal education. The moulding power of his constructive mind will remain permanently impressed upon the educational systems of our Southern states as an unceasing betterment. His last public service was attendance upon the annual sessions of the Education Boards at New York in January. It is gratifying to know that from this Conference and its cognate forces he derived much hope and satisfaction in his declining years. His courage in January was splendid, and he confidently expected a renewal of strength that would warrant his resumption of active service. But to the rest of the circle it was plain that his hopes would not be realized, and we felt, as did the Ephesian elders when parting from St. Paul, full of sorrow that we should see his face no more. His example is a call to duty, his legacy to us is a bequest of labor for the cause which he and we in common love. As the standard has fallen from his hand, let us raise and carry it floating skyward until we in turn surrender it to other hands. And then may it be ours to leave the same impress of a noble task well performed as a benediction to our little world and a challenge to the services of others. (Prolonged applause.)

There is also great encouragement in the devotion of many earnest souls to the work represented here. A revelation of the self-sacrificing service through many channels of effort of the life now before me would be a powerful inspiration and incentive. Much of it is not distinguished as the world counts distinction, but represents devotion fully up to the level of capacity and opportunity; much of it is prominent and carries a recognized leadership of the sort that the world needs—not the prominence of pride and self-seeking, but just that which follows the line of duty wherever it may lead.

It is a source of deep regret to me that I cannot present a full, graphic and complete picture of what has been doing in many and various fields of educational influence by the various agencies to which allusion has already been made. In some quarters there has been an impression that the Conference is a distributor of money, and people have come from distant points to present claims only to meet with disappointment. But, as a matter of fact, the Con-

ference treasury is merely a vacancy, a figment of the imagination. The Southern Education Board is costly because its plans are large, but it is a dependent without a dollar of margin over its executive expense roll. The General Education Board has had some money to use for the moderate encouragement of people and institutions to self-help. This partial repetition is made only to emphasize the fact that the great objective is the arousing of interest among all the people for the education of the children. And splendid have been some of the results. In certain states it has been a great awakening like an intellectual tidal wave, but, unlike such a wave, it will not recede leaving desolation in its track. In many states during the last year education has been the successful rival of politics in commanding public attention, and the same has been true of certain counties and neighborhoods that have taken independent and local action.

In some places it has been a single earnest person; in others, the representatives of the boards, in others, state officials, in others, the combination of all these forces operating in different ways towards the same end. Despondency comes sometimes when the great gulf between need and relief is contemplated, but courage rises with a view of things accomplished. Although we are denied a dramatic spectacle covering the whole field at once, yet at one part of our program the several field directors and a number of the field agents will give accounts of their work. I would ask your special attention to the portion of the program covering these points.

And now, ladies and gentlemen of the Conference, I have completed my third term of office as your president, and I desire to remind you that a third term is an indiscretion.

I did hope to have it to say that with the report of the committee on organization and nomination of officers to-morrow morning, a new executive committee and new officers would be elected, and that I would have an opportunity to-morrow, in restoring to you the office with which you have highly complimented me for the past three years, to make certain farewell remarks. But, by a parliamentary device which in politics might be called a little peculiar, action was taken and a report made this afternoon which forbids the very best portion of the remarks which I had intended to make. (Laughter and applause.) By the action of the Conference this afternoon, I am compelled to remain in service until

next Saturday, when names will be presented and the officers elected for another year, and the one on whom the mantle of president may fall will have an opportunity to say his little say next year, when we will meet, I hope, with unbroken ranks and increased enthusiasm. I thank you for your patience.

A recess was then taken until 10 o'clock a. m., Thursday, April 23, 1903.

## SECOND DAY.

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### MORNING SESSION.

THURSDAY, April 23, 1903.

The Conference was called to order by the President at 10.15 o'clock a. m.

THE PRESIDENT:—It has been claimed by some utterly irrelevant members of the Conference that, following in the line of progressive betterment that marked our proceedings last night, there should be twenty minutes grace this morning. The Chair rules that motion out of order. I wish to say that a bill will be introduced into the legislature to-day and railroaded and probably signed before night by the governor, for the suppression of social influence in Richmond. It is a great charm of Richmond, but I am sure the Conference is suffering by reason of that charm and its habits of promptness very much demoralized.

The program this morning mainly consists of reports and statistics, which are usually very dull. I was very much charmed by the remark of a gentleman who said that the effect of statistics upon his mind was to make him feel seven and three-tenths parts a murderer. These reports will not come in that dull form, but filled with that grace which characterizes the agents' work in the field, and will be presented, I hope, in a manner that will deprive any of us of that thought of self-condemnation that will put him in the murderers' row.

The first item on our program is a report from the field agent of the Southern Education Board of Alabama. He is personally known to some of us here, and as the chairman of the committee on education in the recent Constitutional Convention of Alabama, he is well known at home. I have the honor to present the Hon. Joseph B. Graham, Field Agent of the Southern Education Board in Alabama.

## REPORT FROM THE FIELD.

By HON. JOSEPH B. GRAHAM, of Alabama.

*Mr. President and Members of the Conference,* It is a pleasure and an honor to make the first official report of "Field Work" from Alabama. As this is a personal report of personal work, you will pardon the oft-recurring "I."

My official connection with the Southern Education Board began with June, 1902. In the month of May of last year an informal conference of leading educators in Alabama was held in Montgomery for the purpose of meeting Dr. Wallace Buttrick, of the General Board, and Mr. Edgar Gardner Murphy, of the Southern Board. The purposes and plans of the two boards were made known at that informal conference and most cordially endorsed by our teachers. Beginning with June, I made a three-months' campaign in various sections of the state, attending commencements, teachers' institutes, educational rallies and all public gatherings where an opportunity might be afforded to talk to the people for local support of better schools and better qualified teachers to be better paid.

I will be permitted to state here that I am state's attorney, or prosecuting officer, in one of the judicial circuits composed of six counties in my state. I am engaged in that work about six months each year, and the remaining time is given to the work of the Southern Education Board; but I never permit an opportunity to speak for educational progress to pass unimproved at any time. This recalls that the first day of circuit court in a rural county in Alabama is a great day, when citizens from every section of the county come up to the county seat, some as jurors, witnesses and litigants, some to swap horses and tobacco, but many just to greet friends, talk politics and to get and distribute the news in general. These first days have been used largely by the office-seekers and politicians for getting office and promoting patriotism (?). I have endeavored to utilize these occasions in talking of good schools, sounder morals, and higher and purer aims; and, if I mistake not the sentiment of the people, I believe that they appreciate the change.

I have visited twenty-two counties, and have delivered from one to four addresses in each county within the eleven months of my service. My work and speeches have been along the line of

stimulating the people to self-reliance and to the local support of their schools, looking ultimately to free public schools supported by local taxation with the district as the unit. In my opinion every dollar, the giving of which is felt and is to some extent a sacrifice upon the part of the person making the contribution, whether voluntary or under form of law, consecrated to the cause of public education, is worth more to the contributor and to the growth of genuine patriotism than a hundred dollars which may come unmerited or unappreciated, or from misdirected philanthropy.

As an instance of the interest of our rural population in our educational progress, and of the character of my field work, I recall one day in July during the severe drouth which almost destroyed the cotton and corn crops of Alabama last year. It was in a mountain county about twenty-five miles from a railroad. There was an all-day educational rally, with an abundance of substantial "dinner on the ground," notwithstanding the blight then resting on the burning, thirsty fields. The people came in great numbers from the surrounding country. Many walked, some rode in good buggies and surreys; but many families of from three to twelve persons came in plain farm wagons with straw-covered beds, chairs from the fireside as seats, drawn by a yoke of oxen. Many of them were clad in home-woven jeans and cotton; most of them wore shoes, but some, even adults, were barefooted; but all were happy and cheerful and welcomed visiting speakers most cordially. The young people made melody in the old four-note Fa-Sol-La system, the leader using the old-time tuning-fork to catch the pitch or key which he *spread* around with his own voice to the bass, soprano, alto and treble—they had no tenor, and none but a woman can sing country treble. Many speeches were made during the day along educational lines, and the young and old seemed to be inspired to do and hope for better things for the youth of the land. I went the same afternoon to another place ten miles distant, where a protracted meeting was in progress. They were having morning service at 11 o'clock and evening service at 7.30. They heard of my visit and the evening sermon was delivered at "early candle-light," 6.30 o'clock, and everything was in readiness for me at 8 p. m. I was cordially received, though a stranger personally, and welcomed to "the stand" by all, except the minister in charge, who was just a little shy on a lawyer speaking from his sacred desk, lest a

little politics or something might destroy the good influence of the revival then in progress.

The speeches made by two other visitors and myself had earnest attention for more than two hours, and they were so pitched along the line of the close relation of home, school and church, and of intelligence, morals and religion, that even the hesitating preacher declared to his congregation just before the benediction that they had just heard the best sermon of the revival. This is one of the many experiences which I have had in my work.

On the twenty-eighth and twenty-ninth of January we held a conference of county superintendents in Montgomery. Of the sixty-six superintendents in the state, sixty were in attendance and five were providentially detained at home. The Alabama legislature was in session, and almost every member was in attendance at the two great mass-meetings held in the evenings. Many of the prominent educators and citizens of the state, including the very best citizenship of the capital city, were also present. Great addresses, plain, logical, and eloquent, were delivered by Dr. E. A. Alderman and by Virginia's progressive young educational governor. There were local speakers also. The practical work of Mr. D. E. Cloyd, of the General Education Board, was much appreciated by the county superintendents. This conference, for power and widespread influence among educators, citizens and legislators, was far beyond anything in the history of the state, and has brought our best citizenship into thorough sympathy with the work of the two great Education Boards.

We are fortunate in having as a citizen of Alabama, Mr. Edgar Gardner Murphy, the executive secretary associated with President Ogden and also a member of the Southern Education Board. He is tireless in good works and has done much, by speech and with pen, to forward our movement, not only in Alabama but throughout the South.

Do you ask me what of Alabama educationally?

I answer that, by comparison with our past history, we enter the new century well.

We have a new organic law which guarantees the rights and protection of citizenship to all, but restricts the privilege of suffrage to only those who contribute either of their intelligence to the good of society, or of taxes for the material support of the government.



Recognizing the power of intelligence as a factor in the creation of wealth, more than one-half of the entire income of the state has been set aside as a trust fund for the education of the youth of the state, and the legislature is instructed to make additional appropriations when the revenues and collections shall justify.

For the first time in the history of our commonwealth, the principle and privilege of local taxation for public school purposes are recognized in the organic law. It is true that the unit is the county and one mill the limit, while the ideal unit is the district and the will of the people the limit, still all must agree that ours is better than no unit and no rate at all. (Applause.) If I mistake not the sentiment of the people in the counties which I have visited, they will vote to levy the one mill tax at the first opportunity.

My future work will be largely in assisting the educational forces in several counties in campaigns for the levying of the one mill tax.

The doctrine of local taxation is becoming popular and is going to win in Alabama, although our public school system has been in existence only about fifty years and has had but small financial support until the past fifteen years. Our rural white schools averaged one hundred and five days and our rural colored schools averaged ninety-three days, free terms, during the last scholastic year.

Be it said to the credit of Alabama, that, although her people are comparatively poor, though she has in common with other Southern states suffered the disasters of war and borne the burdens and sacrifices of reconstruction, and though forty-four per cent of her population belongs to a race which pays but little more than five per cent of the taxes, still our new organic law forbids that discrimination inspired by prejudice which would restrict the educational privileges and rights of a particular class or race according to its contribution in taxes for the support of the government. This equality of benefits did not arise from any cringing fear of federal amendments, but from a spontaneous philanthropy too generous to take advantage of the poor, and a sense of right and humanity too proud to stoop to wrong an inferior race. (Applause.)

In my opinion, the highest and sincerest expression of the principle of fraternity and the most splendid prophecy of the permanence and high standard of our future civilization are to be found at one

and the same time in the willingness of the people, through honest government, to make liberal contribution for free public schools for the education of all the people. (Applause.)

This ideal condition has not obtained in Alabama, but I stand here to pledge the enlightened sentiment and property-holding citizenship of my beloved state, as far as in their ability lies, to this platform, and only this, for our future in public education. (Applause.)

THE PRESIDENT:—We have now the pleasure of listening to Dr. Charles W. Dabney, president of the University of Tennessee, director in the Southern Education Board and head of the Bureau of Information and Statistics located at Knoxville, Tennessee. This introduction is intended only for people from a distance; all Virginians know Dr. Dabney, and an introduction of him to them is superfluous. (Applause.)

#### REPORT FROM THE BUREAU OF INVESTIGATION AND INFORMATION OF THE SOUTHERN EDUCATION BOARD.

By DR. CHARLES W. DABNEY, of Tennessee.

In the brief time allowed it will only be possible to outline the work of the Bureau of Investigation and Information, describe a few of its features and draw some of the lessons from them. The platform adopted at the Winston-Salem meeting of this Conference in 1901 authorized the Southern Education Board "to conduct a bureau of information and advice on legislation and school organization" which should aid in carrying on "a campaign of education for free schools for all the people, by supplying literature to the newspapers and periodical press, by participation in educational meetings and by general correspondence." This Bureau was located at Knoxville, Tenn., and organized with a director, a secretary and editor, two assistants and a small corps of clerks. Associated with it are experts in different states who collect and prepare information.

As its name implies the Bureau has two general functions: the collection and study of facts and the distribution of information. It is at once an educational clearing-house and a publication bureau. It aims to ascertain the actual condition of the common schools, normal schools, industrial schools and other public schools, and to

publish such information about them as will help in their improvement.

The work of investigation has been extremely difficult. There is not, as a matter of fact, a complete system of public schools in any Southern state. No state has a thorough system of reporting upon the schools, with the result that the official reports are inadequate and lack uniformity. This has made it necessary to go to the original sources or, at least, to the offices of the county and city superintendents, clerks and treasurers for the information required—an extremely difficult and time-consuming task.

The great problem is, of course, the rural school, and it is to the solution of this problem that we have, so far, directed nearly all our means and energies. Over eight-tenths of the Southern people live in the country. The rural population averages about forty to the square mile. The unit of public education is the county, averaging five hundred square miles and containing from fifteen to twenty thousand people; two-thirds white and one-third colored. Such a county will have from seventy-five to one hundred schools divided between white and colored, and only a few more teachers than schools. These schools are supposed to be administered by a county superintendent, on a salary of less than \$300 a year. The best superintendents are public school-teachers, who rarely have any assistance whatever or any expense money. It will be seen that the unit of organization is too large, the schools are too numerous and too small, and the provisions for supervision wholly inadequate.

The rural schools are supervised or administered by a state superintendent or commissioner of education. The state superintendent receives the smallest salary usually of any state officer and his office receives the poorest support of any one of the state offices. Under these conditions there can be no real system of schools and very little supervision or control. For these reasons, also, little accurate information is to be obtained from the official reports.

The census gives us fairly reliable information about white and colored school population, enrollments, attendance, etc., but its reports are not sufficiently detailed to meet our requirements. The reports of county superintendents and other county records have been the best source of information, but they vary greatly in the methods followed, so that it is impossible to compile or compare them or to estimate their true worth.

In spite of these difficulties good progress has been made in the investigations. Reports on Tennessee, North Carolina and Louisiana have been published and those on Alabama, South Carolina and other states will be ready soon. Only well-ascertained facts and well-established general conclusions are used in these reports, which are published in small bulletins suitable for use as campaign documents in the respective states.

As an illustration both of what we are doing in this way and especially of the condition of the rural schools in one Southern state let me give you at this time an outline of the report on

#### THE EDUCATIONAL CONDITIONS IN TENNESSEE.

Tennessee covers a territory of 42,050 square miles, has ninety-six counties, and, in 1900, had a total population of 2,020,616 or forty-eight persons to the square mile; a little less than one-fourth are colored; over 80 per cent live in the country. The report gives the school population white and colored, the number of schools for each race, character and value of the schoolhouses, number and character of the teachers, enrollment, attendance, length of school terms, etc. It gives the history of the public schools in Tennessee, and the important facts about the school laws, school funds, methods of taxation, organization, administration, supervision, etc.

A few facts about illiteracy in Tennessee will be in place here. There were in Tennessee in 1900 306,870 illiterate persons ten years of age and over. Of the native white population ten years old and over 14.2 per cent were unable to read and write. Compare with 11.1 per cent in Virginia, 19.5 per cent in North Carolina, 13.6 per cent in South Carolina and 11.9 per cent in Georgia. Of the 487,380 males of the voting age, 105,851, or 21.7 per cent, cannot read their ballots or write their names. Of the native white males of voting age 14.1 per cent are illiterate, of the colored males 47.5 per cent. In the four cities in Tennessee having 25,000 inhabitants or over, 3 per cent of the white males of voting age and 40 per cent of the colored were illiterate. Outside of the cities the white illiteracy was 14.4 per cent and the colored illiteracy was 51.3 per cent of the voting population. Twenty-nine counties have over 20 per cent of their native white voters illiterate.

The relation of school funds to population is most instructive. The annual allowance for public schools is 46 cents on each one hun-

dred dollars of taxable property reported and 86 cents per caput of total population. Figures for some other states are given for comparison: Missouri, 42 cents and \$2.50; Minnesota, 59 cents and \$3.20; Nebraska, \$2.32 and \$4.12; Colorado, \$1.05 and \$5.18; California, 58 cents and \$4.65; New York, 60 cents and \$4.60; Illinois, \$2.08 and \$3.68. It will be seen that these states pay much more for their schools in proportion to their taxable wealth and several times more in proportion to their population than does Tennessee.

The amount expended for schools per caput for children between the ages of five and twenty is in Tennessee \$2.32, in Kentucky \$2.32, Texas \$3.63, Minnesota \$8.63, Michigan \$8.90, Ohio \$9.94, New York \$10.91, Colorado, 11.11, California \$16.44, Massachusetts \$17.79. Massachusetts pays, thus, nearly eight times as much for the common school education of each of her children as does Tennessee.

An important factor is the amount of taxable property per caput of school children. For each child between the age of five and twenty years there is in Tennessee \$509 of taxable property, in North Carolina \$337, in Georgia \$516; but in Iowa it is \$714, in Missouri \$1,982, in Michigan \$1,996, in New York \$2,661.

The annual appropriations for public schools must correspond to the taxable values. In Tennessee for example, the average is, as we found, 46 cents on the hundred dollars of taxable property, but this amounts to only 86 cents per caput of the total population, about the average of the Southern States. In Missouri the total annual school levy is only 42 cents on each hundred dollars of taxable property, but this amounts to \$2.50 per caput of total population. In the whole State of New York the annual levy for public schools is only 60 cents per hundred dollars of taxable property, but this makes \$4.60 per caput of population. In other words, the people of the South are doing as well by the public schools in proportion to their taxable values as the people of other sections. But they might do better, and should. Georgia has less than one-third as much taxable property per caput of school population as Maryland, and the tax rate, therefore, must be three times as large. But this does not form a valid reason why any state should not undertake to provide for the best education for all its children. Education is an individual, social and civic necessity. Poor states, like poor men, must invest their meager savings for the greatest safety of the country

and the largest dividends in human development. The Southern people are poor, but they are a most heroic race, and when they awaken to a sense of their duty, I venture to predict that they will do better by their schools, in proportion to their means, than any other people in this country.

Most instructive is the proportion of adult males, or bread-winners, to children of school age. Where the proportion is small each adult male must pay a larger part not only of school and other taxes, but for the support of the children and all the other non-producers. In Tennessee, and in the South generally, the proportion of adult males to school children is small compared with the Northern and Western states. There are in Tennessee, for example, sixty-two adult males to every one hundred school children; in North Carolina 55, in Virginia 63, South Carolina 51, Georgia 59, Texas 66, Ohio 91, Michigan 91, New York 102, Massachusetts 108, California 129. In other words, the proportion of adult males to children of school age is from 50 to 100 per cent larger in the North and West than it is in the South. Each adult male in the South has nearly two children to support and educate, where they have only one or less in the North and West. In this connection must be considered also the fact that the South receives very little immigration, comparatively, and sends out great numbers of people to the Northern and Western states. These are for the most part young men and young women representing the most valuable portion of our population. There are, for example, in the states north and west of Tennessee a half million native Tennesseans—a tremendous loss for a state with a population of two million. The mountain counties of east Tennessee lose each year from 3 to 4 per cent of their population, equal to their entire annual increase. Some counties have steadily decreased in population.

After giving these facts, the report goes on to make suggestions in regard to improvement of the schools, the necessity for local taxation, for a larger state fund to be used in supplementing the local funds in poor counties, etc. Special attention is paid to the matter of consolidating small, weak schools into large ones. One county has, for example, sixty white schools in 350 square miles, or one school to every 5.7 square miles, with a school population of ninety and an attendance of only forty. It is shown that, if these schools were consolidated into eighteen, it would give one to every

twenty square miles with a school population of 331 each. The results of consolidation are worked out for all the counties and fully illustrated as regards increased funds, teachers, pupils, improvement of buildings and equipment and the development of community life.

#### THE SOUTH AT LARGE.

Finally, let me quote from another paper a few general statements about the general educational condition of the Southern people:

In 1900 the states south of the Potomac and east of the Mississippi contained, in round numbers, 16,400,000 people, 10,400,000 of them white and 6,000,000 black. In these states there are 3,981,000 white and 2,420,000 black children of school age (five to twenty years), a total of 6,401,000. The important question is, what are we doing for these children? Let us see. In 1900 only 60 per cent of them were enrolled in the schools. Nearly two and one-half million children are not even enrolled. The average daily attendance was only 70 per cent of those enrolled, and only 42 per cent are actually at school. One-half of the negroes get no schooling whatever; one white child in five is left to grow up wholly illiterate. Counting 200 days as a school year, the average citizen of North Carolina gets only 2.6 years of schooling in his entire life, both public and private; of South Carolina 2.5 years, of Alabama 2.4 years. In the whole South the average citizen gets only three years of schooling of all kinds in his entire life.

In the Southern states, in schoolhouses costing an average of \$276 each, under teachers receiving the average salary of \$25 a month, we are giving the children in actual attendance 5 cents' worth of education a day for eighty-seven days only in the year. This is the way we are educating these citizens of the republic, the voters who will have to determine the destinies, not only of this people, but of the millions of others beyond the seas.

Now behold the result of these conditions in the adults! Figures for illiteracy are a poor index of the conditions of the people as regards education, but they signify much.

More than one-half of the negroes ten years old and over are, as we found, wholly illiterate. Of the native white population ten years old and over there are illiterate, in North Carolina 19.5 per cent, in South Carolina 13.6 per cent, in Georgia 11.9 per cent, in

Alabama 14.8 per cent, in Kentucky 12.8 per cent and in Mississippi 8 per cent. All of the conditions are better in Mississippi than in any other of the Gulf States, a result traceable directly to its improved system of schools inaugurated some twelve years ago. Compare these figures with those for the white population in Missouri, where the percentage of illiteracy is 4.8 per cent; in Indiana it is 3.6 per cent, in Illinois 2.1 per cent, in Michigan 1.7 per cent, in Wisconsin 1.3 per cent, in Iowa and New York 1.2 per cent, in Nebraska, Minnesota, Connecticut and Massachusetts .8 per cent, and in South Dakota and Washington, settled chiefly with the native white population from the East, .6 per cent and .5 per cent respectively. More ominous still are the million and a half white males in the Southern states, twenty-one years of age and over, who can neither read nor write.

No general statement, however, can give any idea of the difficulties in the way of development of good public schools in the rural districts of the South. Some of these difficulties are the sparsity of the population, the physical features of the country, and the isolation of the people; but the chief difficulty is the presence in the South of two races, one of them almost wholly dependent upon the other, but impossible of educational assimilation, making a double system of schools necessary. The average county in the rural districts of the South has eighteen children of school age to the square mile, eleven white and seven colored, thus practically making two counties, both having a very sparse school population. Where the number of negro children is very small, the cost of their proper schooling will be proportionately large; and the same is true of the white children. The Southern people are struggling bravely with this terrible problem. Out of their poverty they have raised in thirty years \$110,000,000 for negro education, which is more than five dollars to every one contributed by the North and West; and they will continue to give a large part of their school funds for this purpose. Some states already require that the school fund shall be equitably divided between the races in proportion to the number of children, regardless of the fact that one race contributes a very small proportion to it.

The great trouble in the way of educational progress in the South is the absence of efficient social organization. The rural population of the South remains, in fact, almost wholly unorganized.



Before the Civil War, the people of the rural districts were organized by plantations. Each great estate was a community to itself, with its own farm, factories, villages, and usually its own school and church. These things were entirely swept away by the war and nothing has yet been formed to take the place of the old plantation system. So it is that rural society still remains to be organized throughout nearly the whole Southern country.

The preachers have done much to instruct the people, but have divided them into so many sects that efficient social organization is now rarely formed around the church, as it was frequently in the old days. The great question then is, how shall we organize the rural population of the South for the conduct of all its local affairs, but especially for the maintenance of good schools? Around what center shall this society be formed? Our belief is that it will be formed around the consolidated, public industrial school. This would bring me to speak of another piece of work which the Bureau is undertaking, namely, the organization of one such consolidated school in Knox county, Tennessee; but of this Professor Claxton, of the University of Tennessee, will speak to you at another time, so I will pass it over, only saying now that the object is to build up a central rural school with a small experimental farm, shops, library, gymnasium, lyceum, etc., which shall be both a model public school and the center of community life and of neighborhood work.

Such, then, is the Southern educational problem. It is the problem of the education of two races widely scattered through an undeveloped country. It is the problem of training the unprivileged white people of the rural districts of the South for that noble citizenship which they have never failed to develop when they have had the opportunity. It is also the problem of training the black man to be a self-supporting and self-respecting member of society. This is the great Southern problem to-day. But it is more than a Southern problem; it is a national problem. The education of all the people of this country is the concern of the people of the whole nation. Without giving them any preparation whatever, we liberated the helpless slaves, less than three hundred years removed from barbarism, and endowed them with all the privileges of American citizenship. Their training was made the duty of their impoverished white masters, already charged, as we see, with the responsibility of educating their own race. Both these peoples should have

the sympathy and help of the whole nation. Every commercial, political, educational and religious reason should move us to help them. We cannot afford to let a great section of the country, containing one-sixth of our entire population, remain longer in this condition. This is the question which I would lay upon your hearts and consciences to-day. The education of the people of the South is to-day the supreme national question.

Other lines of Bureau work can only be mentioned. It is the duty of the Bureau, among other things, to promote the campaign through publications and through matter supplied to the periodical press, especially to the country newspapers. The slips sent to 1,700 newspapers in the South are extensively used. In four weeks some 800 different items or articles were used by 300 papers. The larger papers are supplied with syndicate letters and special articles; and, as opportunity offers, their editors are visited for the purpose of explaining our work to them.

The Bureau publishes a campaign paper entitled *Southern Education*, which now has 2,086 paid subscribers and is sent to some 3,000 to 8,000 other workers in the Southern states and many friends in the North and West. The Bureau also carries on an extended correspondence with school officials, superintendents, school boards, directors, etc., with regard to local taxation, consolidation of schools, grading rural schools, teachers and school libraries and almost every conceivable phase of school work. Letters on these subjects in the past year have numbered several thousand. This is an unobtrusive but most effective method of doing good.

In conclusion let me mention a few things which seem most needed in our work.

1. Men and money to do more missionary work among the poorer and more isolated populations. The people in one-half of the counties of the South are probably not able to support any kind of a decent school, even if they knew how to do so. They must first be taught the farm and household arts, how to cultivate the soil properly, how to utilize their forest and other resources and so to make money with which to maintain their schools. There is an enormous territory, covering the whole of the great Appalachian region, reaching down from Virginia to Alabama, populated with a healthy, vigorous and intelligent race, our brothers, or "our contemporary ancestors," as President Frost has aptly called them, which

this board has scarcely touched. The people of the better counties east and west of the mountains have all they can do for a generation or more to develop their own schools. The burning question is, shall we permit another generation of these mountain boys and girls to grow up in ignorance? In the mountain counties of Virginia, West Virginia, Kentucky, Tennessee, Georgia and Alabama there are already out of 1,000,000 white males twenty-one years of age nearly 200,000 who cannot read and write. Probably we cannot do much for the people of this generation, but because we must let them pass away shall we let another generation grow up in poverty and ignorance? These are our brethren, citizens of these states and of the great republic. The appeal is therefore to the whole nation. Can we afford to permit so large a portion of our fellow-citizens to live longer without schools?

2. A few model consolidated industrial schools scattered over the South. Our people do not know what a good country school is; they have no ideals toward which to work. If there were even three or four such schools in each state, properly located, where superintendents and directors could visit them, they would, we believe, multiply themselves very rapidly.

3. Teachers for the schools. We have almost no professional teachers in the country schools. We must have normal schools for elementary teachers; several of them in each state to train the country boys and girls to be teachers in the rural schools.

4. Superintendents, men competent to direct educational work, to organize and administer schools—educational engineers of all grades and classes—are greatly needed as well as principals of schools and supervisors of technical and industrial education, manual training, domestic science and art and the other newer branches. The great need of the South after all is a great teachers' college which shall educate and train the men and women who are to be the leaders and directors in the Southern schools of the future—that complete system of schools for all the people which we are praying and working for and which is going to be the chief work of this generation of Southern people.

We recognize the present wretched condition of our schools and we appreciate the great difficulties resulting from our poverty and sparse population. But let us recognize also the advantages of having a field clear of the rubbish of false systems and filled with

a race of men who have never yet failed to build great and glorious institutions when they got ready to the task! Let us take courage from the great awakening and look forward hopefully to the time which is surely coming when the South shall have such a system of schools that our Northern friends will have to come down South to learn how to organize the modern school, and when we shall be making peaceful invasions into the North and helping them hold conferences of education for the improvement of their schools. (Applause.)

THE PRESIDENT:—The next item on our program is an account of the work in Virginia, which will be presented by Dr. Frissell, principal of the Hampton Institute and director in the Southern Education Board.

#### REPORT FROM THE FIELD.

By DR. H. B. FRISSELL, of Virginia.

*Mr. President, Ladies and Gentlemen,* The Southern Educational Conference is sometimes spoken of as though it were a Northern institution. It is well for us to remember that it is by birth a Virginian, and that those of us from the North who met at the first Conference came as the guests of a Virginia gentleman who believed in the value of co-operation between Northern and Southern men interested in the great cause of universal education. It is well for us, too, to remember that the principles which the Southern Education Board has adopted for its own are those of Virginia's most distinguished educator, Thomas Jefferson. (Applause.) His face looks out upon us from the publications of this board, and to the promulgation of his principles it is devoting its energies. (Applause.) Nowhere can we find a clearer or more emphatic statement of the need of universal education than in the writings of this distinguished son of the Old Dominion. The bills which he proposed to the Virginia Assembly in 1779 are so expressive of our own ideas that we might safely adopt their important clauses as the principles of our educational propaganda. (Applause.)

The first bill, known as the "Act for the More General Diffusion of Knowledge," provided elementary schools for the children of rich and poor alike, and secondary schools for a limited number of the most worthy youth of the state. The second bill provided for a state university, and the third for a public library. Though the

Virginians of that time were not prepared to accept Mr. Jefferson's far-reaching plans, he continued to advocate them, and, in these striking words, gave expression to his vital interest in universal education: "A system of general instruction which shall reach every description of our citizens from the richest to the poorest, as it was the earliest, so it will be the latest of all public concerns in which I shall permit myself to take an interest." From the time of Jefferson to the final realization of his plans in 1870, under the wise leadership of the Honorable W. H. Ruffner, Virginia's leading men have expressed their conviction that a system of free schools is necessary to the well-being of a democracy. (Applause.)

St. George Tucker, an able champion of democracy and universal education, believed not only in Jefferson's ideas on education but in his scheme for freeing and educating the slaves. In his "Notes on Blackstone," published in 1803, Judge Tucker gives the outlines of his own plan for the gradual liberation and education of the negroes, and adds a *résumé* of Jefferson's "Bill for the More General Diffusion of Knowledge in Virginia." In 1841, Henry Ruffner, president of Washington College, now Washington and Lee, proposed a very practical plan for the organization and support of common schools in Virginia. In 1856, Henry A. Wise, who afterwards became one of the ablest governors of the commonwealth, addressed his constituents of the Accomac Congressional District in these forceful words: "If I had an archangel's trumpet, the blast of which could startle the living of all the world, I would snatch it at this moment and sound it in the ears of all the people of the states which have a solitary, poor, unwashed and uncultured child, untaught at a free school. Tax yourselves: first, to pay the public debt; second, to educate your children—every child of them—at common, primary, free schools at state charge." (Applause.)

The first free school in Virginia, which was also the first in America, was the one established near Hampton by Benjamin Syms in 1634. This school has done good work from the day of its foundation, and to-day, under the name of the Syms-Eaton Academy, is a well-equipped and effective institution of learning. But it was not until 1870 that the constitution of Virginia provided for a general system of public schools. Dr. William Henry Ruffner, son of President Ruffner, was called to the new office of state superintendent of public instruction. In a brief space of time he formulated

a system of free schools that has been most satisfactory—a system that was planned by Thomas Jefferson, advocated by St. George Tucker and other leading Virginians, elaborated by President Ruffner, and finally established under the direction of William Henry Ruffner, of whom it has been said that “in the remarkable list of Virginia’s great and honored citizens, no one has done more for her enrichment in all that is noble.” (Applause.)

But the burden thrown upon the white citizens of the state by the necessity of providing school advantages, not only for their own children but for those of the negro race as well, was a heavy one. Nor was the negro problem originally one of Virginia’s seeking. It would be interesting, were there time, to show the heroic endeavors made by prominent Virginians to abolish slavery. When, therefore, after the war, the state faced the necessity of educating all of its children, black as well as white, it is not strange that many felt, as Dr. Ruffner says, “exasperated” that the Congress of the United States should fail to grant aid in the heavy task of educating the children of the freedmen. “But,” said Dr. Ruffner, “the failure in us to educate them would be far worse than all the burdens we have to bear, and help will come sooner or later.” (Applause.)

And help did come, not from the Congress of the United States, be it said to its shame, and not for the freedmen alone. Through the generosity of Mr. George Peabody, a gift of \$3,500,000 was made “for the promotion of education in those portions of our common country which had suffered most from the destructive ravages and the not less disastrous consequences of the Civil War.” Hon. J. L. M. Curry, of honored memory, the agent of that fund, who has perhaps done more for the establishment of public schools in the South than any other one man in this country, in his last report to the trustees speaks of its beneficent results as marvelous, partaking of the nature of revolution. (Applause.) Speaking further of the work of the Peabody Fund, he says: “There sprang up through the South, under this stimulating and guiding influence, excellent schools, most of which continue until the present day, and are incorporated with state systems.” Later came the Slater Fund, which Dr. Curry also administered most wisely.

It was not strange that Dr. Curry, understanding as did no other man, South or North, what these two funds had accomplished, should have greeted with enthusiasm any organization that had for

its object the securing of free schools for all the people. Dr. Curry did not meet with us the first year at Capon Springs, but the second year he presided and ever after was one of the guiding spirits of the Conference. His ringing words on that occasion will never be forgotten by those who heard them. Speaking of the condition of the South after the war, he said: "Despite the environments and the hopelessness of the outlook, there were a few who felt that the salvation of the South, the recovery of its lost prestige, depended on universal education. They felt that no better service could be rendered to the country and the great problem which embarrassed or darkened action than a scheme of applying systems, tried and known elsewhere, to the renaissance of the South. Therefore, with hope and courage amid the gloom of disappointment and poverty and despair, the pressure of adverse circumstances, and the struggle for subsistence, they advocated and secured the incorporation into organic law of general education as the only measure which promised to lift up the lately servile race and restore the white people to their former prosperity. They persevered in their efforts until now every state in the South has state-established, state-controlled, state-supported schools for both races, without legal discrimination as to benefits conferred." (Applause.) Dr. Curry's eloquence roused the enthusiasm of that little company of earnest men and women. It was at this session that a resolution was passed gratefully endorsing the wise and helpful administration of the Slater and Peabody Funds, and urging the appointment of a committee, acting in harmony or in conjunction with the management of these funds, to assist in the wise distribution of contributions for education.

It will be seen, therefore, that the first movement towards the formation of a board came as the result of Dr. Curry's eloquence and with the thought of assisting this trusted representative of Virginia and the South in the carrying out of plans already cordially approved by every Southern legislature, and the tremendous value of which to the South had been proved beyond a doubt. The session of the following year, the third and last on Virginia soil previous to our gathering here, was stirred to its depths by the story told by Captain Vawter, the friend and fellow-soldier of Jackson and Lee, of what we had been able to accomplish for the white boys of Albemarle County by giving them industrial training in the

Miller School. He showed how five hundred boys, through the aid of this sort of education, had been able to earn annually from \$225,000 to \$300,000 more than in all probability they would otherwise have received, while they had at the same time been enabled to render invaluable services to the communities in which they lived. His eloquent speech closed with these words: "God grant that the inspiration of this day may be for the uplifting of both races in our Southland along the line of what is most needed—systematic, intelligent, industrial training." (Applause.) This session was memorable, too, as being the last at which the Conference listened to the words of wisdom of that noble statesman and educator, Hon. William L. Wilson. While he strongly opposed an appeal to Congress for help for Southern education, he cordially approved the plans of the Conference for the improvement of the schools. It was largely through the admiration which President Wilson inspired in the members of the Conference that the raising of the William L. Wilson Memorial Fund for Washington and Lee University was made possible after his death.

It is not necessary that I follow this Conference in its migrations to North Carolina and Georgia, nor that I speak of the formation of the present board, whose personnel is thoroughly known to you. The campaign committee, to which was entrusted the work in the field, was placed under the direction of Dr. Curry. He immediately hastened to Richmond, conferred with Governor Montague, and sought advice from the state superintendent of public instruction and other leading citizens. The Constitutional Convention then sitting in Richmond afforded a rare opportunity for influencing public sentiment and securing the enactment of new school laws. It seemed wise to appoint as field agents two men well known in Virginia and thoroughly conversant with educational conditions in the state. One of those selected was Hon. H. St. George Tucker, a lineal descendant of the great jurist who had so ably advocated the cause of free schools in 1803, dean of the law school of Washington and Lee University, an eloquent speaker and former member of Congress from Virginia; the other was Dr. Robert Frazer, a personal friend of Dr. Curry, a man of broad culture, connected for many years with a training school for teachers in Mississippi and later with the Farmville Normal School in Virginia. These gentlemen at once put themselves in touch with many of the members



of the Constitutional Convention, with the State Board of Education and with superintendents and teachers throughout the state. While they would not claim the credit for all the wholesome changes in the new constitution affecting educational matters, there is no doubt that some of these are due to their influence. (Applause.) Among the essentials for good schools are local taxation, trained teachers and expert supervision. For all these the new constitution makes ample provision; and the State Board of Education and the General Assembly have been giving patient and thorough study to the revision of our school laws. (Applause.)

But the field agents have not addressed themselves alone to the work of influencing the legislature and the Constitutional Convention. Their most important work has been done in the country districts, where they have spoken at the courthouses on educational subjects and have had as large crowds of listeners as on political occasions. They have also brought the subject of education before the people at religious gatherings, notably at the Baptist District Associations, where have been gathered representatives from sixty counties and nine cities. On such occasions most cordial good will has been shown to the agents of the Southern Education Board and a lively interest exhibited in the cause which they have represented. On several occasions, when their educational meetings have been held in towns, the stores have been closed and the courts suspended. The audiences have been large and enthusiastic, some persons riding over twenty-five miles to attend the meetings. (Applause.) In one instance 90 per cent of the county teachers were present. Women have shown much interest in the movement, often decorating the courthouse with flowers, and inquiring how they could help in the improvement of schoolhouses and yards. Much assistance has also been given by the religious and secular press. Teachers' associations and institutes have been visited and helped, and in various ways nearly every section of the state has been reached.

Dr. Tucker and Dr. Frazer have everywhere attempted to discover the real needs of a community, and then to arouse the people to meet those needs. Of the 1,900,000 people in the State of Virginia, about nine-tenths live in the country. Virginia's educational problem, then, is how to improve conditions in rural communities. It has been estimated that there are over 6,000 white schools in the

state exclusive of those in the cities, and that 2,000 properly placed would bring a school within two and a half miles of every home. The subject of consolidation has been widely discussed and much good work has already been accomplished by energetic superintendents, of whom Virginia has not a few. Mr. Joynes, of Accomac County, has closed eleven white schools and one colored one during the past year. In Washington County there are eight cases of consolidation and the term has been lengthened from five to eight months. (Applause.) Mr. Hulvey, of Rockingham, from whom we shall hear this afternoon, has done good work in the matter of consolidation, as have also the superintendents of Bedford, Henry and other counties. The agents of the board have visited nineteen communities which are interested in the strengthening of their schools through consolidation. At the Superintendents' Conference in January, many instances were given of this method of improving the schools and the sentiment was strongly in favor of it.

More than ever before the people are showing themselves ready for higher local taxation. In a number of counties an increased levy has already been made, reaching, in some cases, the maximum limit allowed by the constitution, fifty cents on a hundred dollars' worth of property. Some communities are also making praiseworthy sacrifices in the way of private subscriptions for the improvement of their schools. For example, at Martinsville, in Henry County, plans are matured for raising \$12,000 for a modern school building and a yearly income of \$4,000 for maintenance. There has been a decided lengthening of the session, the state average now reaching 6.1 months. In one county the schools are open nine months, in another eight and two-thirds and in several others over seven months. In Washington County great improvement is being made in the schoolhouses, seven buildings of modern design having been lately constructed and seven others being in process of erection. (Applause.) They contain three or four rooms each, with vestibules and cloak-rooms, and cost from \$750 to \$1,200 each. The superintendent of this county devotes all his time to the schools, with results of sufficient importance to commend this plan to the State Board of Education as one worthy of being universally adopted. (Applause.) In the rural schools of this same county there was not last year a single male teacher of college training; now there are seven men and fifteen women who have had such

training. One county, Prince William, has introduced manual training into eight or ten of its schools.

Dr. Frazer reports that, in his opinion, a decided change has taken place in the attitude of the whites towards negro education. He says that he never hears a word against it now, but, on the contrary, strong terms of advocacy, often from unexpected sources. In one county that he visited he found the per capita expenditure in white schools eighty cents and in the negro schools one dollar and ten cents. This, however, he says, does not come from any special leaning towards the negro, but is due to the relative sparseness of the black population and the unwillingness of the school authorities that their educational interests should suffer on that account. (Applause.) Dr. Frazer adds that this shows that the white people of Virginia are beginning to see that the welfare of the commonwealth depends upon education for all. He has visited a number of negro schools and thinks the outlook for that portion of our population is constantly growing brighter. The superintendents at their conference in January voted unanimously for eight grades with manual training in negro schools, and several spoke strongly in favor of giving them secondary schools. (Applause.)

The Southern Education Board has employed Mr. Taylor B. Williams, a native of Virginia and a graduate of Hampton and of Harvard University, who has had much experience in graded schools in Indiana, as field agent among the colored people. Mr. Williams has done work similar to that of the other field agents, but has made a special study of the conditions and needs of the colored schools.

Dr. Frazer mentions briefly a few needs of Virginia schools. He says:

"First, Virginia greatly needs trained teachers and more normal schools, especially for women.

"Second, I should rejoice to see three or four modern, well-equipped and well-manned schools established at conspicuous rural centres to let the people see what a real school is. A single model school, well placed, with a good equipment of modern appliances, with library and laboratories, with provision for manual training and nature study, and with well-trained teachers, would be the most fruitful object lesson that could be given to our people.

"Third, I should like to see in each county a competent super-

intendent giving all his time to the direction of his schools and receiving a salary commensurate with his work. The new constitutional provision for redistricting the state with a view to more efficient supervision of schools is a step in the right direction."

No report of the Southern Education Board would be complete without an acknowledgment of the cordial co-operation which its agents have received from the Hon. Joseph W. Southall, superintendent of public instruction for Virginia, and the gentlemen associated with him on the State Board of Education. The objects which the Southern Education Board has in mind are those to which Dr. Southall has called attention in his admirable report for 1901, where he reviews the progress of the public school system during the past thirty years. In spite of the difficulties which it has had to encounter, there has been steady advance. While the white school population has increased from 247,000 in 1871 to 426,000 in 1901 and the colored from 164,000 to 265,000, the number of white pupils enrolled has increased from 92,000 to 258,000 and the number of colored pupils from 38,500 to 123,000. The average daily attendance has grown from 52,000 to 156,500 in the case of the whites and from 23,000 to 69,500 in the case of the colored. That is to say, while the school population has not quite doubled, the average daily attendance has more than trebled. In other words, Virginia is not one of the states in which the illiteracy is growing more rapidly than the population.

Speaking of what he calls "the wild and insane tendency to multiply small district schools," Dr. Southall says: "We have thus been dissipating our educational energies and resources instead of consolidating and concentrating them for the great struggle against illiteracy and crime."

Twice during the past year the state superintendent has called the county and city superintendents together to discuss measures for the improvement of the public schools—once in the summer during the session of the School of Methods at Charlottesville, and again in the winter at Richmond to meet Dr. Buttrick, the secretary of the General Education Board. It is doubtful if two more important meetings have ever been held in Virginia. Certainly no one who listened to the story of the struggles of these earnest men, who, in the face of tremendous difficulties, are trying to bring proper

educational advantages to the children of Virginia, could fail to be full of hope for the future of the commonwealth.

One of the most helpful agencies for the creation of a public sentiment more favorable to free schools has been the state press. Almost without exception, the religious and secular papers have opened their columns to educational news and have published valuable editorials bearing upon the needs of the schools. Especial reference should be made to the *Richmond Times-Despatch*, which has not allowed a week to pass during the last two years without giving time and thought to this important subject.

The Richmond Educational Association, composed largely of intelligent and public-spirited women, has made itself a power for good throughout the state. A number of important meetings have been held under its auspices, and it is largely through its earnest efforts that this Conference has been brought to this beautiful capital city and so royally entertained. Without the cordial support of his Excellency, Hon. A. J. Montague, the educational progress of the year would have been impossible. He is rightly called the educational governor, for, in every possible way, by word and deed, he has made himself felt in the struggle for better schools. (Applause.)

It is a cause for thankfulness that Captain Vawter, whose remarkable work in connection with the Miller School has already been mentioned, has been induced to accept the presidency of the board of trustees of the Virginia Normal and Industrial Institute for Colored Youth, at Petersburg. His sound common sense and large experience will be of untold value to this most excellent institution. (Applause.)

No need is more pressing in Virginia than that of more adequate training of teachers for the public schools of the state. It is a cause for regret that larger appropriations have not been made by the legislature for William and Mary College and the Farmville Normal School. Mrs. C. P. Huntington and Mr. Archer M. Huntington have offered to give \$30,000 for the erection of a manual-training high and normal school for whites and a manual-training high school for blacks at Newport News, provided a similar sum is raised for this object elsewhere. (Applause.) The Board of Education has approved this plan, and there is reason to believe that the money will be raised and the building erected.

THE PRESIDENT:—I have the pleasure now to introduce to you Dr. Edwin A. Alderman, president of the Tulane University, of New Orleans, and a director in the Southern Education Board.

#### REPORT FROM THE FIELD.

By DR. EDWIN A. ALDERMAN, of Louisiana.

*Mr. President and Members of the Sixth Conference for Education in the South*, I desire to report briefly to this Conference to-day the work attempted, the results thus far accomplished, and the plans in mind in the southwestern field since the last session of this Conference in April, 1902. It should be clearly understood that our great purpose is to arouse an irresistible public opinion for the establishment and maintenance of a system of schools adequate for the needs of a free people. When that is aroused, the thing is done, and the problem assumes another phase—the scientific phase.

The first achievement of this public opinion will be the appropriation of sufficient money for such schools. (Applause.) This money may be obtained by state appropriation, by local taxation and community effort, and by appropriation of unexpended balances by parish and county boards. A parallel achievement will be the consolidation of weak schools into strong central schools and the hauling of children to these central schools.

It is believed that better schoolhouses, the trained teacher and all other blessings will follow in the wake of these achievements. Much has been accomplished in these directions by devoted men in the southwestern field during the last twenty years, but each new generation must fight for its life and for the life of the generation to come.

The activities of the Southern Education Board during the past summer were expended upon Summer Schools at Lafayette and Lake Charles, La., and the general purposes of the board were understood and promulgated in the two schools at Monroe and Ruston. President Caldwell, of the State Normal School, and Superintendent Calhoun were intelligently fruitful and active throughout the whole state, and too much credit cannot be accorded them. Professors Dillard, Himes, Eswell and Showalter, in addition to their regular duties in these schools, made it their business to preach the need for greater educational facilities throughout the

state. An extensive campaign was conducted in the parish of Calcasieu by Professor Himes, of the Louisiana State University. In this great parish, which contains a population of 35,000 people, thirty meetings were held and seventy addresses delivered. As a result of this activity, one ward voted outright a special tax of three mills and five others have voted the five-mill tax, amounting to a total of \$15,000. (Applause.) Perhaps the best result of this single parish campaign was the revelation to the whole state of the possibilities of this great work and the revelation to all the other parishes of the good that can come to them by co-operation with these boards.

The most notable events of the fall months in Louisiana were two great meetings, one for the white people and one for the negro people. The meeting of the parish superintendents of the state was held in New Orleans under the general direction of Dr. Wallace Buttrick, general agent of the General Education Board. It was attended by all of the superintendents of the state and was fruitful in practical suggestions and stimulation. The most distinct value of the meeting was the impulse given to the idea of consolidation of schools. Extensive consolidation has occurred in the parishes of Lafayette, Ascension, and Sabine, and it is proposed to consolidate eighteen districts in Iberia parish and to establish a central school from which no child will be distant more than two miles.

The next great meeting was one for the colored race and was attended by the leading teachers and citizens of the negro race from all over the state. It was held in New Orleans in October and was under the general direction of Principal Booker T. Washington. The address of Principal Washington was characterized by his usual patriotic common sense and earnestness, and meant a good deal in the moulding of public opinion in the minds of the white race and fixing rational ideals in the minds of the colored race.

I am glad to say to this Conference that conditions are now thoroughly promising for a fruitful campaign in the state of Louisiana. The movement is now a genuine, whole-hearted movement, and the next three months will be months of real achievement in this work. (Applause.) That this is so we are indebted to the governor of the state, in whose parish of Union a ten-mill tax has been voted; the state superintendent, Hon. J. V. Calhoun, and the leading educators in the colleges and schools of the state.

The central educational campaign committee, consisting of the governor of the state, W. W. Heard; the state superintendent, Hon. J. V. Calhoun; Colonel T. D. Boyd, president of Louisiana State University; President B. C. Caldwell, of the Louisiana State Normal College, and myself, have appointed Mr. William M. Steele, of the *Picayune*, as executive secretary of that committee. Twenty parishes, carefully selected, have been chosen as the immediate field, sixty-five citizens of Louisiana, including the governor, state superintendent, prominent teachers, state officers, eminent lawyers and business men, have accepted service as campaign speakers. Appointments have been made already at twenty-five points, and the state will be covered in the next three months. (Applause.) The prominent men of the localities concerned, parish school boards and committees of citizens are co-operating with the speakers and school officers.

The opening meetings of this campaign were held at Broussard and Carencro on April 11 and 12. The addresses were made by Governor Heard, President Caldwell, and Professor Fortier, who spoke in French, French being the language that gives them the impulse to vote more than English. These meetings were attended by 1,900 people. Nearly every one present signed a petition for a three-mill tax, and this means the undoubted success of the movement.

A call has been issued for a conference of the presidents of the parish boards of education and of the police juries, who are men of force and influence. This conference will meet in the early fall, and it will be its purpose to urge that all the money available in the parish treasuries be invested in the education of the children.

Democracies are not in the habit of being carried in a chariot of enthusiasm to a height of civic perfection. (Applause.) The whole process is a toilsome one of convincing and persuading.

I am not going to speak of difficulties here to-day. They are there, but it is our business to get rid of them, and not waste time talking about them. (Applause.) Perhaps, however, I may be pardoned for mentioning the Mississippi River. (Laughter and applause.) For a large, healthy, uncontrollable, ever present difficulty, commend me to the Mississippi River. It would seem that the great forces of nature had provided laws for other things—gravity and heat and things of that sort—but the Mississippi River goes its uninterrupted way. (Laughter.) It costs Louisiana a million



dollars a year to control that river in normal times. It will cost this year a million and a half in addition to this. This is a very grave difficulty indeed, which the lower valley of the Mississippi should be relieved of by the United States Government. (Applause.) I think somebody ought to go to Congress on that platform. (Laughter.) It has been impossible to attempt anything practical in the river region this spring. Still I can say that it has not diminished the zeal of those people in educational matters. Indeed, it seems to have increased their interest in a way, as men are always more interested in vital things when they are in trouble. (Applause.)

Two great summer schools will be held in Louisiana this summer, one at Monroe and one at New Iberia. The school at Monroe is a combination of the schools formerly held at Ruston and Monroe, and has been generously helped by the General Education Board. The industrial plant of the Ruston Institute will be removed to Monroe and the industrial plant of the Southwestern Institute at Lafayette will be removed to New Iberia, it being intended thus to emphasize the industrial aspect of rural school education. President Aswell has general charge of the great summer school to be held at Monroe, and at both schools serious attention will be given to training of practical campaigners for the work in hand.

Recent communications from the state superintendents of Mississippi and Arkansas (Superintendents Whitfield and Hineman) enable me to say briefly that very genuine progress has taken place, under their wise direction, in both of those places in the last few months, and both of them are scenes of great activity in educational matters. (Applause.) In Mississippi a popular educational campaign was waged throughout all last summer with favorable results, eleven out of fourteen counties signifying their desire to increase the school tax. (Applause.) The average term of the rural school has been lengthened from six to eight months in the last two years. (Applause.) It is interesting to note that a leading issue in the gubernatorial election is the question of the improvement of the schools for all the people, white and black. (Applause.) There is to be a summer school at the University of Mississippi under the direction of Chancellor Fulton, at which, in addition to the several subjects taught, it will be sought to arouse a concerted effort to send out men to battle for the school the coming year, which is to be an election year.

The letter from Superintendent Hineman is of a most encouraging character. The state legislature of Arkansas passed bills for better systematizing of the schools and the elevation of their standards. An important and significant sign of increasing interest in education in Arkansas is the fact that the salary of the superintendent's office has been increased so that it ranks next to the governor's, which is a progressive thing to do. (Applause.) The proposition to raise the state tax from three to four mills failed by three votes. A bill providing for the State Normal School failed by a very small vote, but, as a measure of this sort had never before reached the third reading, I suppose this may be described as encouraging. (Applause.)

Wherever the community feels itself in a position to make a successful fight for better schools; a report of its intention is made to the secretary of our campaign committee, who immediately places at the disposal of the local authorities whatever speeches are at our command, and thus it is believed that the strongest influences will be made to co-operate with local interests and purposes. The following brief summary will give some idea to this Conference of the result of educational activity in the parishes of the State of Louisiana for the past year. It is not intended to leave the impression that this activity is directly or indirectly the result of work done by the agencies of the Southern Education Board, for much of it is due to a deep-seated purpose on the part of the people out of their own thinking to establish their schools solidly and enduringly. The figures are not complete, for parish and county superintendents sometimes consider it a perquisite of their offices not to reply to requests for statistical information. I am indebted to the kindness of Superintendent Calhoun for the figures herein submitted.

There are fifty-eight parishes in Louisiana. In forty-eight of these parishes eighty-one new schoolhouses were built and these houses are of distinctly modern and effective type. In forty parishes from which replies were received, two hundred and thirty schoolhouses were repaired and refurnished. Increase of school income through local taxation has taken place in twenty-one parishes, amounting in money to \$75,000. The parish police juries have increased the amount of money for schools by appropriation in fourteen parishes, amounting in money to \$37,800. The state legislature increased the general amount of their appropriations by the

sum of \$128,000. All this does not include the city of New Orleans, and the total amount is \$240,000. (Applause.) Campaigns are now under way in four great parishes, and in one, Cameron, it is proposed to increase the tax ten mills. I believe that there will be many other campaigns under way before the fall months.

The last word I have to say to this Conference is, therefore, a distinct word of hope for the future and of praise to the citizens of Louisiana, from Governor Heard to the simplest man among them. Their response to our invitation to take part in this struggle is of such a character as to remove any doubt in my mind as to the ultimate result. The population of this region is not a tax-hating population. The press of the state, rural and urban, is behind this movement. The whole region is feeling the breath of the West and the spirit of illimitable growth and opportunity everywhere entering the consciousness of the Southern people. (Applause.)

I have no novel suggestions to make. The moulding of public opinion is a slow business, but it is splendid and renovating when it is moulded. (Applause.) The thing for us to do, therefore, is to hammer on until the desire for better schools, and all that belongs to better schools, becomes a contagion with the people. (Applause.)

It is perhaps proper for me to state that, as district director of the Southern Education Board, it has been my privilege to make thirty-five public addresses in the past year on the subject of education, twenty-six of them being in Louisiana, Mississippi and Alabama, and nine in other states. By an extensive correspondence with the press and prominent citizens everywhere, I have done what I could to forward the purposes of this Conference in its desire to advance the good life of the nation. The people of Louisiana are ready, as I have said, for large action. Their leaders are enthusiastic and dead in earnest. (Applause.) Strengthened and stimulated by the healthfulness issuing from this Conference and from the Southern and General Education Boards, much lasting good will be done.

I desire to express my appreciation of the confidence and courtesy of these boards and of the wisdom and sympathy and farsightedness of Dr. Wallace Buttrick, general agent of the General Education Board. (Applause.)

THE PRESIDENT:—I now have the pleasure of presenting to this Conference Dr. Charles D. McIver, president of the State Normal

College, of Greensboro, N. C., and a director in the Southern Education Board.

#### REPORT FROM THE FIELD.

By DR. CHARLES D. McIVER, of North Carolina.

*Mr. President and Members of the Conference, Ladies and Gentlemen*, I regret very much that I am obliged to read a paper to you, but that is what I have been instructed to do, and, as Dr. Dabney said, that is what we generally do when we are so instructed by our president. I hate to read and I like to talk, so you can imagine that if this paper bores you badly, it bores me more; you may take some consolation from that. (Laughter.)

I wish to say before I begin my reading, for fear some one might think I do not know it, or that you do not know it, that in 1860 North Carolina had as much money for each child of the white race as it had for each child in 1900; it took us that long to catch up. It is not a new subject. There has not been a time in Virginia, or in North Carolina, or any other Southern state, when there were not as good schools in those states as there were anywhere on the globe, as far as I know; but there have not been enough of them; we had the quality, but not the quantity (Applause), and that is what we are after now.

At the Athens Conference a year ago, at the request of the program committee, I presented a statement in regard to my work as one of the district directors of the Southern Education Board, which was published in the proceedings of the conference. That statement explains the organization of the educational forces of North Carolina at the Raleigh Conference, and gives an account of the meetings at Greensboro on April 3 and 4, which marked the beginning of co-operation between the Southern Education Board and the General Education Board in field work. This statement also made clear that my work in North Carolina was in co-operation with Governor Aycock and State Superintendent Joyner, we three constituting the executive committee representing the organization conference held at Raleigh, February 13.

At the Raleigh Conference, representing all educational interests—state, denominational and private—the opinion was unanimous that all influences should be brought to bear upon the improvement

of the rural public schools, that the consolidation of school districts, the improvement of schoolhouses and the adoption of the principle of local taxation for public education were our three fundamental needs, and that there should be a systematic and persistent agitation to secure these ends.

I have used the funds placed in my hands by the Southern Education Board to aid in this agitation.

My work as district director has been largely, though not entirely, confined to North Carolina, and practically all of it has been done in connection with and through the following agencies:

- I. Educational Conferences for various purposes.
- II. A systematic popular campaign for local taxation.
- III. The organization and work of the Women's Association for the Betterment of Public Schoolhouses in North Carolina.

#### I.

*Educational Conferences.*—Conferences at Raleigh, Greensboro, Charlotte and Hickory were held. The general purpose of these conferences was the same, though the distinctive feature of the first at Raleigh was general organization; that of the second and third, at Greensboro and Charlotte, the promotion of the idea of community philanthropy, while the purpose of the fourth was to saturate a community with such educational sentiment as would make it ready to vote a special local tax for schools.

All of the conferences were attended by the state superintendent, the governor, the president of the State University, the president of the Agricultural and Mechanical College, the president of the State Normal and Industrial College, and representatives of the leading denominational colleges of the state. A large number of public and private school-teachers and of citizens engaged in various callings were also present at each conference. (Applause.)

I paid the railroad expenses of the superintendents of about fifty counties in the western part of the state, enabling each of them to attend one of the conferences, thus giving them an opportunity to come in touch with one another and with the educational leaders of the state, and, at the same time, giving the state superintendent an opportunity to outline a uniform plan for his lieutenants.

We had planned to hold two conferences in the eastern part of North Carolina, but, finding that Secretary Buttrick, of the Gen-

eral Education Board, was planning a conference of all the county superintendents at Raleigh, I did not think it wise to hold any district conferences in the eastern portion of the state this year.

In my judgment, no money has ever been spent more wisely than that which made it possible for the county superintendents to come together in the smaller conferences and in the general conferences at Raleigh. (Applause.) All of these conferences, except the two at Raleigh, produced a profound impression upon the communities in which they were held. The two conferences at Raleigh also did much to quicken educational thought throughout the state, because the newspapers at the capital and the special correspondents located there gave wide circulation to the important events of each conference.

The work of the Greensboro Conference was told in the Athens report. I shall speak again, however, in this report, of some important results of that conference.

On May 2, just after the Athens Conference, our Charlotte Conference was held. An effort was made to repeat the work of the Greensboro Conference with one additional feature. We undertook to raise from the city of Charlotte \$6,000, which, in turn, the General Education Board had agreed to duplicate, with the understanding that two-thirds of the amount should go to the rural schools of Mecklenburg County and one-third to the public schools of Henderson County situated in the mountain section of the state. Not quite all of this money was raised, but I am informed that all of it will be raised, and already several districts in Mecklenburg County have held elections on the local tax question, and in most of them the vote has been favorable.

At the Hickory Conference, August 13 and 14, no effort was made to raise money for rural schools, because Hickory, though a town of considerable size and of some importance in the state as a manufacturing centre, had not yet voted a local tax upon its own property. In addition to the ordinary work of the conference, every effort was made to strengthen public sentiment in Hickory. About one year previous to the conference, the town had voted upon the question of levying a local tax and the movement was defeated. Since the Hickory Conference it has voted again, and favorably, upon the question (Applause), and Hickory will soon have a good school system, though it is necessary for the people to provide new

buildings as well as maintain the schools. I would not claim that our conference at Hickory was the sole cause of the favorable vote, but unquestionably it was of great assistance to the friends of the cause. (Applause.)

At all the conferences the state superintendent had an opportunity to work very effectively in behalf of consolidation of school districts. The number of school districts now in North Carolina is about two hundred less than the number was on July 1, 1901.

## II.

*Popular Campaign for Local Taxation.*—In the month of June, the state superintendent, the governor and your district director planned an active campaign for local taxation, employing as our secretary and manager one of the best educational workers in the state. By correspondence and personal conferences with representative people from different sections of the state, he and the state superintendent advertised appointments for various speakers who have been selected as suitable men to impress the doctrines of local taxation and universal education. Two hundred or more speeches were made. Most conspicuous among the campaigners from among the political and other leaders of the state were: Governor Aycok, ex-Senator and ex-Governor Thomas J. Jarvis, Congressman John H. Small, State Auditor B. F. Dixon, R. B. White, Esq., member of the state legislature; J. W. Bailey, editor of the *Biblical Recorder*; ex-State Senator A. M. Scales, ex-Attorney-General R. D. Douglas, the last two chairmen, respectively, of the Democratic and Republican executive committees of Guilford County. Each of these speakers was usually accompanied by an active teacher familiar with every phase of the educational question. (Applause.)

The educators who took an active part in the campaign were headed by State Superintendent Joyner, ex-State Superintendent Mebane, ex-State Superintendent Scarborough, the presidents of the state colleges, the presidents or professors of nearly all of the leading denominational colleges, superintendents of the city public schools, county superintendents, and others. (Applause.) These speeches were made chiefly in the months of June, July and August.

Already last summer's campaign has borne fruit, as several districts have voted a special tax and many places are preparing to

vote it. The most significant fact that I can state in regard to the North Carolina campaign is that the audiences attending the educational meetings in June, July, and August were larger than the audiences that attended the political speakings in the months of September and October preceding the November election. (Applause.) Several of the speakers were in both campaigns, and the governor, who is probably the most effective and popular political campaigner in the state, says that his audiences at his fifteen speeches in the educational campaign were larger than the audiences he addressed at any fifteen political gatherings. (Applause.) To a person who knows North Carolina, this means a revolution in public thinking so far as education is concerned, for the political speakers had as large audiences as they usually had except in a year when there was a Presidential election. (Applause.)

The educational campaign was participated in by political leaders, educators, editors, clergymen, lawyers, physicians, business men and farmers.

To some extent this campaign would have been carried on even if there had been no Southern Education Board, but I would not know how to estimate the value of the assistance the Board has rendered by paying the traveling expenses of most of the campaigners and defraying the expenses for literature and campaign organization. It should be said here that the traveling expenses of the governor and state superintendent were paid by themselves.

I have felt all the time that, acting as the agent of the Southern Education Board, it was my business to find out where valuable educational work was going on and then to use the means it placed at my disposal to intensify and multiply the force of that work, rather than undertake to inaugurate new schemes or independent campaigns, or wage any warfare upon individuals or movements that did not meet my approval or the approval of those I was representing. It was worth more to the cause of universal education to strengthen those who are fighting for it than to fight those who are pulling the other way. (Applause.) Truth needs nothing but agitation in a fair, open field. (Applause.)

In addition to the work of the speakers in the campaign, three or four hundred dollars was spent in preparing and disseminating educational literature through newspapers and special tables of local statistics bearing upon the subject of taxation for schools,



consolidation of school districts and improvements of public school-houses.

### III.

*Women's Association for the Betterment of Public School-houses in North Carolina.*—Just before the close of the past college year, I undertook to organize, through the students of the State Normal and Industrial College, a women's movement for the improvement of the public schoolhouses of the state. It is the women rather than the men who have made the churches in the town and in the country attractive and habitable. (Applause.) Men have had the exclusive management of courthouses and largely the exclusive management of schoolhouses, and upon both the marks of masculinity and neglect are plainly visible. (Laughter.)

This organization, called the "Women's Association for the Betterment of Public Schoolhouses in North Carolina," includes now not only students of the State Normal and Industrial College, but representative women, teachers and others, in various sections of the state. About twenty counties have good organizations, and literature has been sent to all the other counties. The purpose of this association is to organize small clubs or branch associations around each public school where there are three or more women who will volunteer their services to improve each year the school-house and grounds. There is no membership fee, except that the women have decided that men may become associate members, if they desire to do so, by paying an annual fee of one dollar.

We held a meeting of ten or fifteen women, including the officers of this association, last June at Morehead City, during the session of the North Carolina Teachers' Assembly.

In addition to furnishing literature, I agreed to pay the expenses, to a limited extent, of ten workers in the field. So far the entire expense of the association has not reached \$300. In the meantime it has secured the co-operation of the *Youth's Companion*, which assists in furnishing literature, and sends pictures as premiums to those schools that take steps towards beautifying their houses and grounds. (Applause.) The newspapers of the state have been exceedingly generous towards this organization, as well as to the other movements in which I have participated as district director of the board.

The association has decided to join the Federation of Women's Clubs in the state. The president of the Federation, Mrs. Lindsay Patterson, of Winston-Salem, is one of the most effective workers for school improvement. I am thoroughly satisfied that every dollar invested in aiding the 2,000 members of this Women's Association will sooner or later yield a most bountiful harvest of good to our cause.

*Guilford County.*—I have thought that you would be especially interested to know the progress made in Guilford County, beginning with the conference held in Greensboro, the county seat, on April 3 and 4, 1902. This was the first of our conferences after the Raleigh meeting for organization. It was the first meeting attended by the county superintendents in large numbers. It will be remembered that, by private subscriptions, \$4,000 was raised at this conference to promote the cause of public education in the rural districts of Guilford County, and that the General Education Board duplicated this amount, making the total fund \$8,000, which amount was afterwards increased a few hundred dollars by various subscriptions.

The local board appointed at the conference to manage this fund immediately offered to aid any rural school district that would vote a special local school tax to supplement the present state and county fund. In the meantime, a steady campaign was begun to urge upon the people the importance of voting the tax independent of outside help. So far nine districts have voted this special tax, and have received, or will receive, aid from the Greensboro Conference fund. (Applause.) In no instance have we lost an election, though in one case our majority was only one vote and in another only four votes. (Applause.) We hope to carry every district in the county within two years from the date of the conference, but if we do not, the fund will all go to those districts that vote the tax.

Our Committee has proposed to give \$1,000 to the first of the fifteen rural townships in the county that votes a three-mill tax, or thirty cents on every hundred dollar's worth of property in the entire township and ninety cents on each poll. This vote, wherever carried, will increase the annual school fund nearly 100 per cent, and will more than double the efficiency of the schools. At the same time, by actual count, four-sevenths of the taxpayers of the fifteen rural townships would pay less than ninety cents property tax

of the special tax so voted, as four-tenths of the taxpayers are assessed less than \$300.

My own work in the Guilford County campaign has been an effort to get these facts into the minds of every citizen of the county. The same figures are approximately correct for any county in North Carolina. I have placed the facts and figures in every home in the fifteen rural townships of Guilford, through newspapers and printed tables, and we hope not to be defeated in a single election in the county.

These statements will, I think, explain to you why we are moving a little more slowly in Guilford than might appear at first to be necessary. We began with single districts where sentiment was most favorable. Now we are soon to have an election for an entire township instead of a district, and some citizens have recently suggested that we try the entire county at once. (Applause.) This last suggestion will probably not be followed, and I only mention it to show progress in favorable sentiment and growing confidence among the friends of the cause.

So far our local board in Guilford County has made no hard and fast rule as to the amount of money to be appropriated to each district from the \$8,000 fund, but usually in the districts that have voted the local tax we have given one dollar for every two raised by private subscription to build and furnish schoolhouses. To illustrate, a district voted a local tax and agreed to raise by private subscription \$400 for a schoolhouse, and we gave them \$200. Another district voted the tax and besides raised \$800, to which we added \$400, making a total building fund of \$1,200. Of this \$1,200 it will be seen, therefore, that the General Education Board contributes \$200, or one-sixth, the private contributors at the Greensboro Conference \$200, or one-sixth, while the immediate locality furnishes two-thirds of the amount, besides voting the annual tax to double its school fund. I cannot conceive of a finer educational investment than this, where one philanthropic dollar is met by another philanthropic dollar and four local dollars, all from private sources, and at the same time the whole community is encouraged to vote an annual tax that will permanently double the efficiency of its schools. (Applause.)

If this proportion should be kept up through the county, the \$4,000 given by the General Education Board will result in the

raising of \$20,000 in the county by private subscriptions, and a special tax for schools amounting annually to more than \$10,000. Undoubtedly this tax would be voted some time in the future without aid from any outside source; and it is proper to say here that I had the promise of \$1,500 from Greensboro people for stimulating purposes before the General Education Board agreed to duplicate all we could raise, not exceeding \$4,000; but without the stimulus of its generous offer we could not have hoped for a large fund, and the voting of the special local tax in the rural districts of Guilford County would have been postponed to a considerably later date.

In less than two years from the date of the Greensboro Conference, it is probable that Guilford County alone will have more special school-tax communities than all the state of North Carolina had ten years ago, including its towns and cities. (Applause.)

Our able state superintendent of public instruction, Hon. J. Y. Joyner, has furnished me statistics recently secured from most of the counties, showing that in those counties there are now seventy-nine towns and cities and rural communities that have a special local school tax, that elections are pending in forty-five districts, and that in nearly one hundred other communities the question of a local school tax is being considered and agitated with probable elections soon. (Applause.)

It is interesting to note that the three counties aided by the Greensboro Conference and the General Education Board with a bonus of twenty thousand dollars, have been more active than any other three counties in the state during the past year, this aid to the rural districts being exactly in the line of the aid of the Peabody Fund to Greensboro, Charlotte and other towns and cities in North Carolina when they first voted a special local tax for schools.

Guilford County now has nine local tax districts, besides Greensboro and High Point, and about ten other districts are considered favorable for an election during the next six months.

Mecklenburg County has three local tax districts, besides Charlotte, and has one election pending and three other districts considered favorable.

Henderson County, in the mountains of western North Carolina, has three local tax districts, elections pending in two districts, and four other districts considered favorable.

As showing the tendency to consolidation, the number of school districts in Henderson County is three less than it was last June; the number of districts in Guilford County is four less than it was last June, and the number of districts in Mecklenburg County is six less than it was last June.

#### IV.

*Recent Legislation.*—Assuming that this conference of friends from all sections of the country will be interested in the progress made by any state, whether it is due to the work of the Southern Education Board or not, I call your attention to the following facts in regard to the legislation enacted by the North Carolina legislature which adjourned in March:

*First.*—While it reduced many general appropriations and reduced the sum total of its appropriations below what they were two years ago, it increased every educational appropriation.

*Second.*—It adopted every official recommendation of the state superintendent of public instruction, with one exception, and that suggestion, to provide for deputy state superintendents, will be made again and probably enacted into law two years from now.

*Third.*—It increased the clerical force of the state superintendent of public instruction, and increased the salary of that officer thirty-three and one-third per cent. So far as I recall, this is the second state salary increased by the legislature during the past twenty years. (Applause.) It is proper to state that, at Superintendent Joyner's request, the increase in salary will not become effective until his present term of office expires, two years from now.

*Fourth.*—It established a \$200,000 loan fund, to be used under the direction of the State Board of Education for the building and improving of public schoolhouses. (Applause.) Each loan must be returned in ten annual instalments, with 4 per cent interest paid annually. This arrangement provides a \$200,000 loan for this year and a perpetual annual loan fund of \$28,000.

*Fifth.*—The appropriation of \$5,000 for rural libraries was increased to \$7,500, \$2,500 of which is to go to the improvement of the nearly five hundred rural libraries established within the past two years, and the other \$5,000 to be used as the first \$5,000 was used, to establish new libraries. Under this plan the school district raises \$10 by private subscription, the county fund pays \$10

and the state fund pays \$10, so that this \$7,500 appropriation means \$22,500 to be invested in reading for the children of rural districts in addition to the \$15,000 recently so invested. (Applause.)

*Sixth.*—The compensation of the county superintendents was increased fifty per cent, and provision was made for paying the expenses of county superintendents to attend a state meeting of the superintendents once a year. (Applause.)

*Seventh.*—The plans of all new schoolhouses must be approved by the county boards of education and the state superintendent.

*Eighth.*—The general law for local taxation was made as favorable as practicable, and forty or fifty special acts were passed allowing as many communities to vote upon the question of local taxation and the establishment of graded schools. (Applause.) Most of these, of course, were in the rural districts.

So much for education in North Carolina. I do not pretend to claim that all these encouraging signs are the result of the work of the Southern Education Board. The board is simply a helper, and any board may be gratified to aid in work where there is so much activity and where the signs are pointing in the right direction.

In addition to my work in North Carolina, I have, since our last meeting at Athens, in co-operation with the governor and the state school commissioner of Georgia, and the governor and the state superintendent of South Carolina, visited those states with a view to aiding in an organization similar to the one made at the Raleigh Conference more than a year ago.

In Georgia I met Governor Terrell, State School Commissioner Merritt, Hon. Hoke Smith, Bishop Candler, Chancellor Hill, President Branson and other leading educators, and found them ready to welcome the co-operation of the Southern Education Board in a local tax campaign as soon as the constitutional provision of Georgia relative to local taxes for schools should be amended so as to give a fair chance to the people to vote special taxes for schools. An amendment looking to this end has passed one branch of the legislature and will probably pass the other house in June and be submitted to the people for ratification. At present, before a local tax can be levied in Georgia, it is necessary to have the endorsement of two grand juries, and, at the election, two-thirds of the registered voters. This is an ironclad protection against taxing property.

On April 11, I met at Columbia, South Carolina, Governor Hey-

ward, State Superintendent Martin, President D. B. Johnson, and more than forty other educators representing every phase of educational work in South Carolina. They adopted a plan of campaign and issued an address to the people of South Carolina similar to that issued at the Raleigh Conference a year ago last February to the people of North Carolina. South Carolina's law is very favorable to local taxation, and her constitutional tax without local taxation is three mills, or thirty cents on every one hundred dollars' worth of property, as compared with North Carolina's legislative and constitutional tax of eighteen cents on every one hundred dollars' worth of property.

Much enthusiasm was manifested at Columbia, and I believe that we may look forward to a vigorous campaign for public educational improvements in that state. South Carolina is ahead of most Southern States in the practice of local taxation. It already has two hundred local tax communities. (Applause.)

THE PRESIDENT:—It is now my privilege and pleasure to present to you Dr. St. Clair McKelway, editor of the *Brooklyn Eagle*, for whom no introduction is needed, and for whose speech we need every second of time. (Applause.)

#### ADDRESS—THE NORTH AND THE SOUTH.

By DR. ST. CLAIR MCKELWAY.

(Taking president's gavel, amid laughter.) My friends, the possibility of the chairman going on a strike led me to take this preventive measure.

I am most agreeably conscious of the fortitude of the Old Dominion. It is a commonwealth of speech-making, and its ability to endure, its capacity to bear, have been converted into a proverb: "Old Virginia never tires." (Laughter.) I shall not try to press that proverb to an extreme.

What I shall have to say will not in detail affect the subject of public education; it will be affected, as all subjects in our land are affected, by public education. I will say right here now that for a man old enough to remember the significance of the term "War Governor" this, and "War Governor" that, the substitution, not in the parlance of politics but in the parlance of the people, of "Educational Governor," indicates not only the great advance of peace

through progress and of progress through peace, but also the great advance in spirituality, in tranquillity and in moral and material interests which has come over our land. (Applause.)

And that leads me to say that those with whom and for whom I have the honor to speak would bring to those to whom I have the honor to speak the greetings of the North to the South. New York, from which I come, and Virginia, in whose capital city I speak, belong to the aristocracy of America. They are numbered among the original thirteen. Both are battle-scarred with Revolutionary suffering and crowned with Revolutionary triumphs. Both have been united to defend the Union against every foreign foe. Both are a unit in the spirit of right between men and of justice between states, which makes, and which alone can keep, the Republic peace. (Applause.) Our public life and our public forces have undergone, without structural shock, a continuous development of a century and of a quarter of a century of years. Yours underwent prostration and re-creation into and under absolutely new conditions within a time less than half a century past. Of memories you have as rich a heritage as we. But from some responsibility and from some retarding causes you are free—and we are not. You had the not always injurious opportunity either for a man or for a state, to begin all over again. We inherit and we carry all our years, with all their infirmities and with all their errors, as well as with all their advances and successes. You should be better than we are, for “purified as if by fire” is the figure of inspiration which signifies disencumberment from alloy and deliverance from dross, release from rust and from many corrupting and corroding influences. (Applause.) The resultant is the contemporary South, which attests not only the originality, the resiliency and the indestructibility of your section, but also the homogeneous character of our now happily common country. (Applause.)

The contemporary North is in sympathy with the contemporary South. We recognize that with you, as with us, the folk who face towards the future outnumber those who faced toward the past by many to one. The young captain and the young soldiers of industry refuse no reverence to the veterans of the Civil War on either side, but the men of this generation are determined to run it. (Applause.) The sons will preserve and will magnify the fame of their fathers, but they will not foster or



fight over again their feuds (applause), since the fathers themselves, an illustrious and a pathetically thinning band, long ago renounced rancor and dissolved differences. (Applause.) Let what people that may elect to do otherwise, the effectives, both of the North and of the South, to-day believe in factories quite as much as in pantheons, in energy more than in inquests, and in schoolhouses more than in graves. A spent quarrel, not of our making and not of yours, shall not be revived or reworked to the unmaking of either of us. (Applause.) We will filially honor the shades of our ancestors, but we will not cut ourselves among their tombs. (Applause.) We will honor, as children their parents, the survivors of the struggle between the states. May their days and ours still be long in the land which the Lord our God gave to them—and to us. The fulness and the fervency and the faith of that prayer shall not, however, affect the fact that to the men of each generation belong the moiety of the duties and the whole of the destiny of that generation. (Applause.) Our fathers fought out the questions which their forefathers left unsettled. We recognize and rejoice in the settlement of those questions. (Applause.) But we are resolved that neither the charm of historical study, nor the passions nor the pathos of poetry, nor the pious exaltation which shrines incite and monuments inspire shall to-day hold back North and South from the new and noble obligations and from the benign and brotherly competitions of this teeming time. (Applause.) Better a decade of love and peace than a cycle of the mutilations and of the memories of the civil war!

Let what I have said explain and justify my omission to dwell on sentimental lines of allusion. Frankly, I think those lines have been overworked. There was reason for the accenting them until a few years ago. The reason ceased when the object was attained. It was attained when it became neither singular nor unpopular to have and to hold in either section views which were different from those which predominate its thought. We of the North have opened to the men of the South among us the gates of all possible preferment. Those to whom such gates have been opened keep as holy traditions that estimate of the civil struggle which they maintained in the forum or defended in the field, or learned from the songs their mothers sung over their cradles. Their cherished hold upon lapsed questions no more interferes with

usefulness, acceptability and popularity with us than does any other heirloom in the furniture of their minds. Among them I could name congressmen, judges, legislators and many master helpers in great commercial and fiduciary trusts. Moreover, with us they belong indifferently to either political party, or, better yet, some of their views are in every party and all of them in none. With you, I hope, is the same spirit of liberality. You can feel it as much as we do, though you cannot show it so readily as we do. We appreciate the reason why. With us there is no race question that comes so near to us as our doors. With you there is. Besides, there are not so many of you as there are of us, nor among you is there so large a proportion of those who differed from you in the past, as the case is with us. The number of people determines the quantity of government. The quantity of government determines the number of preferments. In the same way the amount of population determines the volume of business, and that in turn determines the appeal of ability to opportunity and the yield of opportunity to ambition. There is a fact, however, which has not escaped our Northern notice. Those of our people who come among you, stay among you. They would not do that if they did not like you.

Nor has another fact eluded our observation. They not only like you, but they grow into voting with you on questions which affect their business, their home interests and their racial instinct in the South. If with us they were adherents to one party, with you, by force of circumstances, they become adherents to another. This does not necessarily involve any change of fundamental views. It only involves a question of relationship. A blanket could cover both parties in nearly every state on any question which they sincerely advance. But a blanket would not cover, and it cannot be stretched to cover, which of the two parties in all the circumstances is the better instrumentality for the results which must be fostered and preserved in the interests of citizenship, civilization and the home. Still, with you and with us, in intellectual contemplation, party is becoming a factor, not a fetich; a servant, not a master; a means, not an end. (Applause.) Any other view of it than this tends to make a man not a citizen, but a slave; not a suffragan, but a serf; not a voter, but a victim. (Applause.) However it may be with you here in the South, with us in the North only the politicians grieve over the disintegration between parties

or within either party. Only those who have long lived and who would longer live upon the public treasury are sorry that the people are inclined to change their servants at the capital either of the nation or of the state. That tendency corrects the vicious habit inherent in too many officeholders of fawning upon and of fearing their constituents, instead of instructing them and leading them. They would substitute isms for principles, devices for doctrines, bids for facts, promises for performances, diatribes for discussion and defamation for definitions. They would appeal to the prejudices and to the demands of an organized few, instead of to the interests, to the honor and to the duty of all. With us the tide of truth and of manhood has risen higher among the people than among the managing politicians. There has been a manifest and an overwhelming revolt against the lowering conception of public intelligence by beaten bosses, by misleading leaders, by discomfited demagogues and by stranded cranks.

While at the confessional, let me admit that with us the question of how government shall be conducted on its business side outclasses the consideration of how it shall be conducted on the lines of its theories. The issue of clean and honest, frugal and simple, responsible, indictable and punishable administration with us overlays issues of purely fantastic import. We have got through with the currency question, and we hope you have also. (Laughter and applause.) As to you this supposition may be wrong or premature, but we have learned in a hard school of experience and of suffering that cheap money degrades not only our fiscal standing at home, but our commercial and moral standing among the nations of the world. To their opinion we cannot be indifferent. With their general welfare our own is bound up. We have also learned, and we hope you have, that periodical business uncertainty means periodical, if not intermediate, business prostration. And we should also learn that he should be regarded as selfish, and not as statesman-like, who would gamble with the interests or fears of business for political purposes or for political effect. (Applause.) While bearing the ills we have rather than flying to others which we know not of, the sanity of the North, and, we hope, the sanity of the South would retire from the field of experiment the attempt to harmonize in a single enactment of mammoth proportions and of infinite intricacy the theories of any political party or the avarice of any

two in combination. (Applause.) We would like to substitute a bi-partisan or non-partisan commission of business men as a permanent corps of experts on economic subjects for a system of competition responding to the greed of contributing and recouping monopolies, or to the intellectual indigestion of anæmic visionaries. Our business laws should be a hodge-podge neither of hysterics nor of hypocrisy. The dictionary is too small for the mind of a child. The ramified needs, the multitudinous interests and the diversified resources and activities of our people are too large for settlement on party lines. The effort to satisfy the wants and the notions, the views and dreams, the hunger and the appetite of combinations and sections by political legislation has freighted with scandal and clogged with confusion more than one endeavor to make the streams of revenue run up hill, to stimulate trade by destroying markets, to reduce the cost of living by taxing necessities and to promote the content of the poor by letting in luxuries free. (Applause.) Our people are aroused, and, we hope, yours are aroused with us, to the nonsense, and worse, of all this sort of thing. (Applause.) We may have to postpone any new method of business adjustment till after the national convulsion of 1904. But after that task, from the very friction of two schools of opinion, independent men should deduce a plan to secure just such legislation as will bring revenue to a needed figure and as will, for the rest of the matter, let well enough alone. We have been beset by theories and we have been confronted by contentions. We prefer the conditions we know to the theories we do not know, the devils which we have to the devils that may desire to have us.

If I have touched upon public subjects, I have tried to do so without offence. No body of Americans can meet without thinking of them. No gathering called in the name and cause of education can well keep its mind from them. No company from an extremely practical portion of the land can greet the representatives of the great state of Virginia without a consciousness of the common needs of a common nationality. From what I have said I have purposely left out the party nouns and party adjectives, which have on men, otherwise sane, the incensing effect of red rags on the horned and bellowing terrors of field and plain. (Laughter and applause.) My countrymen, if we leave the quarrel words out of our contests or out of our contentions, out of our speeches and out of our journalism,

we will go far toward finding out that the things wherein we agree vastly outnumber and immensely outclass the things whereon we differ. Take, for instance, the lapsed question of bimetallism. That was a great and mouth-filling word with us as well as with you. (Laughter.) I never knew of a human being who was against it, if international agreement made it possible, or who could tell how such agreement could be brought about. (Laughter.) We learned that if we went at it alone the nobler metal rose to a premium and its parity with the baser would become a barren ideality. We learned that if we undertook it in conjunction with other nations, they must be nations of our own class and that such nations refused their co-operation. We could not undertake it of ourselves. We could not propose it to our peers among governments without drawing their respectful declination. Our politics had been better, our lives had been sweeter, our friendships had been finer, had we left such quarrel words as silver craze, gold bugs, coin clippers, plutocrats, bloated bondholders and roaring repudiators out of the contention. (Applause.) Take any other of the subjects, for instance, by which, with wind and tongue, demagogues have divided our people. Recur for a moment to the tariff. The concern of it must be revenue for the government. An auxiliary consideration of it must be the wage of the people. The first must be enough and the second must not be reduced. It logically follows that duties must conserve and preserve rates. That rule followed out would produce a business tariff which it would be a satire to baptize with any party name; as much of a satire as it would be politically to christen a civil or a criminal code. (Applause.)

In the same way, take up Civil Service Reform. It is based on the proposition that public business is business, and that it is not more or less with the word public put in front of it than with that word left out. (Applause.) From this it follows that, as for all business, competency, fidelity and intelligence should be a condition of appointment and security of tenure, so in all business should merit, experience, capacity and character deserve and obtain promotion. Should our state governments and our national government apply to their business the sanity, the justice and the enterprise which flowed into such Southern results as the Atlanta, the Nashville, the Charleston and the New Orleans Expositions, making them splendid successes of art, skill, labor and co-operation, mixed

with brains, we should almost reach the threshold of the golden age which is the desire of nations. What stands in the way of this is something of which we have no right to be proud, and yet which we have no power to deny. We realize it in the silence of our consciences. We admit it in the candor of personal intercourse. It is the barbarous theory that politics is war, that offices are spoils and that elections are a motley alternation of evictions and of loot. But for the superiority of our national character to our national contentions, this theory would be carried from controversy into conduct. That done, we could almost dispense with all officers except sheriffs and receivers. I plead, for the debates of politics and for the arguments of journalism, the sanity of spirit which maintains the credit of our republic and which gives to its service the stability, solidity and morality which should be questioned only in the caves of Sicilian bandits, or on the decks of pirate ships in Chinese seas.

I might run the gamut of all questions by which, since the war, South and North have been at times divided, and by which they have been divided within parties as well as between them. My object, however, will have been accomplished if I have suggested to the friends with whom I came and to the friends that we have made here, the fact that we all really agree, rather than actually differ, on matters of vivid and vital concern to our commonwealths and to our republic. Too little of our argument argues. Too little of our debate debates. Too much of our contention is about names rather than about things. Too much of our controversy is around terms rather than around truth. Too much of our talk is for victory rather than for veracity. Reform in these respects must be inductive rather than direct. It must begin with the chief sinners, our statesmen and our journalists. We must import into our writings and into our speeches more of candor and less of passion. We must make our words perfectly plain rather than deliberately ambiguous. (Applause.) The best place for us to look for the best public is in our own hearts. What there we find to be true will be everywhere and everlastingly true. The things other men are thinking about are the things we think about when we think within ourselves. The statesman or the journalist who does that becomes, by the laws of universal nature, on confidential terms with humanity. "To thine own self be true," was the injunction of Polonius to Laertes. "Know thyself," was the injunction of a still greater

philosopher. Thereby comes courage. Thereby comes strength. Thereby comes the assurance which made the heart of Paul indomitable and the words of Paul immortal: "If God be for us who can be against us?" The intense earnestness and the equal simplicity which will follow from the conjunction of our own heart with the heart of the race will make oratory unstilted, journalism unsophistical, statesmen fearless and free. It would deliver us from the miserable spectacle of Northern and Southern senators and congressmen voting for what they condemn in their own minds, yet voting for it lest the rapacity or ignorance of their sections may defeat them for re-election. The wretched manifestation of men of historic names and fames talking drivelling slush to rabble throngs would not then challenge the scorn of men or the judgment of heaven. The people of both sections are far better than those who give to them a low moral rating. Their intelligence is far greater than is that of those who serve out to them the food on which fools are fed. (Great applause.) Readers better edit editors than editors their papers when the latter put into them anything which they know to be wholly false or only partially true. (Applause.)

My state, your state, our nation, await the men of thought and the men of action to clear the way. At no time was the need of them greater or the prospect of them more auspicious. None of the periods of the politics of mediocrity or of intellectual immorality in America has been long. When one party has seemed nearly destitute of statesmen and when the other has seemed too overstocked with partisans of the second rank, some thinker or some moralist has risen or recurred to view, to speak the longed-for and the desired word to the attentive ear and to the hoping heart of a noble people. I know that such a man will somewhere be found—or rediscovered. (Great and long applause.) I know not whence he will come, but I know that at our end of the country political philosophy was not all buried in the grave of Hamilton, or judicial greatness with the bones of Kent, and that practical statesmanship was not committed to the dust when DeWitt Clinton was laid to rest or Silas Wright tenderly entombed. (Great applause.) And so I know that not in Virginia is the roll of great men the roll of the dead alone. The spirit of Patrick Henry is as alive as his words. The sublimity of Washington can be conceded to no single mortal, but

portions of his transcendent qualities can be ascribed to the heirs of his fame and to the guardians of his dust. The versatility, the philosophy and the genius of Jefferson may be united in one being, but his virtues and his principles cannot be confined or restrained—or parodied—in the state which he virtually made and which in large sense made him. (Applause.) The example as well as the decisions, the character as well as the logic, the life as well as the learning of John Marshall (Applause) are neither an extinct nor an outlawed inheritance among his people. The genius and the faith of Stonewall Jackson will ever be a factor among those he led and for whom he died. The greatness and the grandeur, the magnanimity and the modesty, the consecration and the courage, the example and the incentive personified on the field of war and in the still air of delightful studies in collegiate shades will not only be forever a benediction, but forever a transforming influence, not only within Virginia, not only within the South, not only throughout the republic, but across the seas and around the world, wherever men pronounce the deathless name and emulate the fame of Robert E. Lee. (Applause.)

Nor can any New Yorker, nor can any Virginian any more than any Georgian, nor can any American, especially can no American of my profession, despair of commonwealth or of country when he recalls the familiar figure and the shining face of Henry Grady. (Applause.) His presence was an incarnate welcome. His voice was an inspiring appeal. His thought and the memory of it are an uplifting power. From the South he gathered, so to speak, his heart and mind. His experience of it made the very blood and brawn and brain of his life. He gathered the best of what he was and knew and felt, and had wrought into deathless words, which he came among us to deliver, and, delivering, to die. More immortal he than the immortals he joined. He entered their ranks younger than they were at their translation. The initial date of his eternity was earlier than theirs. Better, perhaps, that he died on the threshold of a great career. He died at the zenith of the possibilities of youth. He was saved from the misinterpretation of the years and from the disappointments and the misconceptions of the evil to come. Neither mental nor physical decrepitude was to be his. Of him and of all the great souls of the South, in whom the North rejoices as in a precious national possession, it can be said:



While 'round the sun old Mother Earth  
Pursues the ever fleeting years,  
A nation shall recount their worth  
With mingled pride and joy and tears.

Fellow-citizens, let us remember the oneness of our American derivation and destiny. Let us be thankful that in the baptism of blood all serious causes of division and reproach were purified away. Let us be grateful for the years of peace through progress and of progress through peace. Let us hail them as but the prelude of still better days to come. From this tableland of time, looking backward on the past and forward on the future, let us strike hands for the betterment of politics; for the cleansing of rule; for the moral trusteeship of private wealth and of public office; for the lifting of poverty, through self-help, into comfort; for the considerate leadership of ignorance into knowledge; for the transmutation of provincialism into patriotism and of patriotism into philanthropy. In this work, while our country is our solicitude, let our field be the world. While our countrymen are our preference, let humanity be our client. By recasting ourselves on the lines of God's laws in our hearts, our state shall prosper, our cities shall come to honor, our communities shall conquer the pinnacles of material and of moral achievement, and our nation shall attain to the benign purposes of Deity in its discovery and in its development. And from the vantage ground of this republic will sweep streams of blessings to all the race of man. If to this we here dedicate and here consecrate ourselves, the North of our homes and the South of your hearts, the North and the South of our country, will eventually be constrained to admit that we fought well and sought well and thought well and wrought well for their behoof and for our own. (Prolonged applause.)

The Conference then took a recess until 3.30 o'clock p. m.

AFTERNOON SESSION.

THURSDAY, April 23, 1903.

The Conference was called to order at 3.30 o'clock p. m.

THE PRESIDENT:—*Ladies and Gentlemen*, During our exercises this afternoon, during which some very practical questions are to be treated, there is to be a general discussion after some opening addresses. The opening topic is "The Consolidation of Schools and Transportation of Pupils," the discussion is to be opened by Mr. George H. Hulvey, of Bridgewater, Va.

THE CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

By MR. GEORGE H. HULVEY, of Bridgewater, Va.

*Mr. Chairman, Ladies and Gentlemen*:—I am especially happy to greet you as co-workers in the great field of education, and in the common elevation of our people.

About the subject of consolidation of schools I can hardly hope to interest the city people, because they are not vitally concerned in it; they are not vitally concerned in it, because the subject of consolidation has already been worked out for them in the city. But I have noticed in my visitation of schools that while the cities and large towns have admirable schools, our rural people are suffering.

This matter of consolidation of schools seems to have been regarded in the last few years as a kind of fad. The fact is that I have been working on it for the last twenty years. I worked on it before it came before the people; and according to my observation, before the introduction of public schools such as we have to-day. Then I found that in our county, in the midst of these little cross-roads schools, we had a considerable number of classical schools. The public school system virtually choked out the classical schools and we saw that we must put something in their place. This necessitated in our county a great deal of earnest and hard work to organize what we call the graded system and to introduce the high school to take the place of our old classical schools that seemed to have passed away. I felt then, ladies and gentlemen, that it was a duty incumbent upon us absolutely to make a move in that direction.

Another thing that led us along in the work of consolidation was the fact, which every experienced and skilled man in our country knows, that in all of these years we have accomplished comparatively nothing with the little cross-roads school. I grew up in a strictly rural district, and when I was trying to get my education, before we had good country schools, I went around to our good people and said: "Neighbors, for about a dollar and a half a month per pupil, we can try and get a little better teacher." They said: "No, that is too much." So the result was that I was driven out of the neighborhood to get school facilities. If you go all over the school districts in the Old Dominion, you will find it true that many a young man who has gotten an education has been driven out of his own district and compelled to go where he could get better school facilities.

With these facts before us, it behooves us to work along this line, and these things have been a constant stimulus to me in pushing along the work of consolidation. Before our people as a public took this up, I had gotten nearly one hundred of my pupils together in graded schools with a high school on top of them. Our graded schools number thirty out in my county, and we have in each from two to ten teachers. We are pushing right along under this system called "consolidation." We have been consolidating as far as we could without the transportation. This year we started for the first time two wagons in our county; they have done good service and have been entirely satisfactory as far as we know. We expect to start in another year quite a number more.

Some of our school officers say to me: "Well, but our people are opposed to it; our patrons are opposed to it, they are not taking to this system kindly." I say, ladies and gentlemen, that all that stands in our way to-day is getting the money to build large houses as fast as the people are making demand for them.

Let me say to you, about the difficulty of getting the consent of our people, that if I go forth in this State of Virginia I see the old father and the old mother toiling away at their tasks. I say: "What are you doing all of this work for? You are now old and you have enough to fall back on; I can't see why you are pushing along and toiling." They tell me that they are working for their children. I see the old mother working about the household affairs,

and I ask her why she is working, and she says she is working for her children. These old people of Virginia are living for their children, and as I told the superintendents, we have nothing to do in this system of consolidation but to convince these people of the fact that we are going to give their children better school facilities. (Applause.)

Then there is another point, to which I would like to call your special attention; I think it almost useless to mention it to any good father or mother in this audience this evening. You know that at the age at which our children are driven away from the rural schools to get facilities for education, they are in that plastic, formative stage when you want to have daily supervision of your child. You say that you are going to send the children away to good, faithful, conscientious teachers. I admit that we have a number of them in this country, but I say there is no teacher on this earth, no friend in the world, that has the eager, longing interest in that child that you have. It is worth millions to us in a lifetime to have the little girl and the growing boy within the home circle. We are trying to accomplish that by consolidation and transportation.

There may be a few districts in our county, I have no doubt that there are a few in almost every county, in which it is very difficult to work this system. Our neighborhoods are sometimes cut asunder by mountains, sometimes by almost impassable streams, and we find it difficult to bring all sections together. I do not know whether we can effect it all over my county or not, but I tell you what I will do—I will plant one of these schools in every section of Rockingham County where it is practicable to do it; and, if I must leave a few scattered little schools in the mountains on the outskirts of the county, it will only be a few. We are going to put up consolidated schools in every neighborhood wherever we can get our people together.

Coming down on the train a gentleman said: "If your schools are not as good as they should be, why not employ better teachers and make them better?" The trouble is not there; if it had been we could have obviated it long ago. The State of Ohio probably spends more money on education than any state in the Union, and it said years ago: "We must have better teachers in our schools." They began to hunt classical teachers, they raised the salaries of their teachers, and they tried that system for several years. Finally they

woke up to the fact that the fault was not in the teacher but in the miserable system. (Applause.)

I want to illustrate to you, as I illustrate it to my people. I do not want any of my people to follow me when they don't know what they are doing. I was teaching school once and had a neighbor teaching within a mile or two of me; that was more than twenty years ago. I said: "George, do you know that I could put every pupil of your school into my school and not form a single new class and not make any class too large?" He said: "Yes." I said: "That would give us exactly the advantage of one teacher, wouldn't it?" He said: "Yes." That is the argument for school consolidation.

You can readily understand that a teacher's work has very little to do with the number of pupils, or, in other words, the number of pupils has very little to do with the teacher's work, but it is the number of things he has to teach. In our graded schools we have one school where one teacher has been teaching one hundred pupils for a number of years. They are not the teachers who are complaining, but you will find a country teacher that is teaching everything from A, B, C up to Latin and Greek, and he is the teacher who, like Joshua, is praying for the sun to stand still until he can get off one more bullet. (Applause.)

We have in our Harrisonburg school ten teachers. We have two teachers there devoted to high school work, and if you take off the two top teachers in that school, the other eight are teaching almost identically the same things that are being taught in the little cross-roads schools with one teacher. Just think of a teacher stacking himself up against odds of eight to one. You cannot help seeing why he fails, and you cannot help seeing that the trouble is with the system and not with the teacher.

With facts like these placed before the people, I have never seen any trouble in getting our people to take hold of the new system.

I want to suggest another idea about consolidation, and that is that we cannot put up one of these large houses in every part of the county, but we must go into the most populous section of the county, we must go to a central point where we can bring four or five or six adjacent schools together, and there we run no risk of failure, and no risk of losing our money. But if the system is not watched,

large schoolhouses will be built in rural districts, and in one or two or three years the population will move away and the schoolhouse will be standing there without a tenant. I think it is the duty of every school officer, while watching over the interests of the children and watching over the educational interests of the fathers and mothers, also to look after the finances entrusted to his keeping. (Applause.)

I have presented in brief form some of the needs for consolidation. The subject of transportation I can refer to only briefly. Wherever you leave a neighborhood or a community too far away from a schoolhouse, some of the money given for supporting these schools should be taken to buy a good class of wagons and good teams, and haul the little folks to the schoolhouse. This is no longer an experiment, there is no risk in it. Anyone can take Dr. Harris's statement in the report of the United States Commissioner of Education and see that it has been tried in eighteen states out of the forty-four, and the report shows that the pupils progress better, that the health of the pupils is better, and that we thus have nothing to risk in the way of experiment.

THE PRESIDENT:—The gavel was restrained, but the gavel needs a word of explanation. The chairman did not bring this gavel with him. He had one made in Athens last year, which will arrive, probably, to-morrow. This one was provided here, and there is a little silver plate on it with an inscription indicating that it is a gift to this Conference from the Richmond Educational Association.

The discussion will be continued by Mr. G. P. Glenn, superintendent of schools, Jacksonville, Fla.

#### THE CONCENTRATION OF SCHOOLS AND TRANSPORTATION OF PUPILS.

By MR. G. P. GLENN, Superintendent of Schools, Jacksonville, Florida.

An up-to-date educational journal wisely suggests that the social philosophers who are seeking an explanation for the rush of the rural population to the city should turn their eyes upon the district school. It is undoubtedly one of the overlooked causes.

Thousands of country people sell or rent their farms and go into town in order to give their children educational advantages which they cannot have in the country schools as they are at present conducted.

The pronounced educational advantages of the city are irresistibly attractive to the enterprising American, who always believes in the efficacy of education. If the schools of the city are to remain so incomparably better than those of the country, the exodus of the farmers to the city will continue.

A generation ago this incomparable difference did not exist, neither did there then exist a well-developed art of teaching, such as we see applied in our city schools to-day, but not in our rural schools. This is a second incomparable difference quite adequate to cause the first.

As a verification of this cause, we find the art of learning very generally well developed among pupils of city schools, while it is displayed in rural schools by only a few—a few mental giants of whom Cicero, in his comments on the genius of nature and the genius of industry, says: "Something marvelous may be expected from the youth who has both." These rare combinations of genius, in the past, have performed the wonderful feat of capturing the art of learning, despite the adverse conditions of the rural school. Unfortunately, they do not represent the masses of country school-children. Dr. Hinsdale says: "One of the most valuable arts that a boy or girl, a young man or young woman, can learn is the art of study." Jefferson Davis, in a letter to a Mississippi teacher, has incidentally left us the following excellently worded pedagogic thought: "The art of learning and the endowment to teach must both be developed in youth."

From these thoughts one may correctly infer that every normally constituted child, every youth or maiden, is gifted with the endowment to study, the inherent ability to learn; also, that such endowment must be developed into an art during the period of youth, or lie dormant for life.

If then we note correctly that this all-important art of study or art of learning is quite apparent among pupils of the city school, but generally dormant among pupils of rural schools, we have discovered adequate cause for the incomparable excellence of the city school, and we who have charge of rural education should hasten to engraft that cause into the country schools with all possible speed.

As we have already implied that the development of the pupil's art of learning is a direct product of the teacher's art of teaching

it might seem to follow that the rural teacher has been blamable for the inferiority of the country school. Such a conclusion would be false. But the one man who is specially at fault in this matter is the county superintendent. He should long ago have been discerning enough to discover that the application and the very existence of the art of teaching has been possible in the city school, because of its peculiar organization, and impossible in the rural school because of its peculiar lack of organization. He ought to have had the professional sagacity to note that this lack of organization was due to his own delinquency. Added to such discernment and sagacity, he should have had force of character sufficient to abandon the old rural system for something better. If his Board of Public Instruction may have opposed his efforts in the past, he may now say to them that the State Department of Politics is about to outstrip his department of education, in the fact that he has young electors growing up who cannot vote the Australian ballot in five minutes, and in the paramount fact that he has many young electors, and more to follow, who have not acquired sufficient art of learning to get knowledge from the printed pages of current political literature, to the end that they may intelligently cast their ballots for the nomination of all candidates for office, from governor down to constable, at the coming election.

During the last decade nearly all the Northern states, from Maine and Massachusetts through to Minnesota, have adopted, to some extent, the plan of centralizing rural schools as a means of improving them.

Massachusetts was the pioneer by many years and has very definite legislation upon the subject. Pennsylvania newspapers are filled with enthusiasm over the prospect of an early state management of the new system. Ohio has long since carried her Kingsville centralized school far beyond the pale of experiment, and has brought it into national repute. Indiana and Illinois superintendents are making pilgrimages to Ohio's Mecca, the school at Kingsville, to inspect its mode of operating, while Wisconsin and Mississippi and North Carolina write to Florida seeking Duval County's experience and method of transportation, connected with her centralization of rural schools during the last six years. Duval modestly replies that the dawn of the twentieth century finds her well advanced in the execution of the greatest educational reform



likely to be accomplished in this nation before that century ends. In this county six years ago there were forty-five rural schools of one teacher each, for white children, established by former administrations. The work of these schools was so unsatisfactory in general, and the per capita of expense ran so high in many of them, that the present administration determined to reduce the number to fifteen schools of three teachers each.

A statutory clause of the state provides that school children must not be required to walk to school more than one mile and a half. Hence, in choosing the sites for the centralized schools, the one having the greatest number of children within a radius of one mile and a half has generally been chosen. Seven of these schools are now in operation, each accommodating the children of about sixty to one hundred square miles of territory. Others will be established as rapidly as funds will permit.

The concentration of the children who live more than one mile and a half from these new schools is accomplished by means of wagonettes, specially designed for the purpose, and provided by the Board of Public Instruction at the public expense. They are of such a capacity as to carry eight, ten, twelve, fourteen, sixteen, eighteen and twenty pupils, respectively, and cost from seventy to one hundred dollars each. Last year twenty-seven of these comfortable vehicles were running at an average cost of \$23.33 1-3. These twenty-seven conveyances enabled us to close twenty-four of the old one-teacher schools, the current cost of which had previously been forty-five dollars and fifty cents per month for each. Hence, our transportation system now in operation produces a current saving of four hundred and sixty-two dollars per month over the old method. This gross saving was reduced by two hundred and twenty-five dollars, the increase in salaries for assistant teachers at the centralized schools, and there was still left a net saving of two hundred and thirty-seven dollars per month. During a single term of eight months this net saving amounts almost to the entire cost of the twenty-seven wagons, and, since the life of a well-made wagon is about five years, four-fifths of this saving can be devoted to the extension of the new system and to better facilities for teaching. Therefore, even in a financial way, centralization in Duval County, Florida, is a decided success. (Applause.)

Professionally there seems to be nothing objectionable, and of the many advantages the following are the more important:

1. The teachers' work is so well organized that the average recitation period is doubled.

2. The effort of the teacher is made more effective by means of a more adequate equipment.

3. Truancy is wholly eliminated. The health of the pupils is preserved against bad weather and worse roads, but especially from the impure drinking water of former days.

4. Many children, formerly so isolated as never to have access to any school, are now accommodated, to the advantage of the system financially.

5. Local prejudice and family feuds are so completely submerged that one or two large families cannot freeze out the teacher.

6. As a sequence to all these favorable conditions, the average attendance is increased 12 1-2 per cent, giving a corresponding increase of school funds from the state.

7. The country maiden may, and does, continue her education, even into the appreciative days of womanhood, without fear of molestation by the ubiquitous tramp or other vagabond.

8. The youth prolongs his school days to the ambitious verging into manhood, because his aspirations for intellectual progress have been encouraged—he has been given time and opportunity to think and to talk.

9. The farmer and his family are becoming more content with their independent, self-sustaining occupation, preferring to have their children educated in these efficient rural schools, where, during the character-forming period of youth, ethical culture is free from the dissipations of social life as manifested in our cities.

10. The development of the art of teaching by young aspirants is more feasible to the superintendent. His efforts at supervision are more frequent and more effective. On his rounds of duty, and at sight of the old, abandoned schoolhouses, he thinks of Whittier's lines:

"Still sits the schoolhouse by the road,  
A ragged beggar sunning."

Simply sunning, each a moss-covered monument, befitting the raggedest, most beggarly system of rural education ever devised by

man, and an appropriate epitaph on each would be, "Now departed, but not lamented."

THE PRESIDENT:—According to the letter of our program, this subject of consolidation of schools and transportation of pupils is open for discussion. I am going to take the liberty, in the interest of the Conference, to request one or two gentlemen to make speeches about this matter. They have had no knowledge of the request, but in my knowledge of the gentlemen, I believe they would hesitate to take the floor, if they had known. First I want to ask Superintendent W. W. Stetson, who comes to us from the most extreme Southern state—I mean Maine. (Laughter.) He is on the platform with us, a member of the Conference and a guest of the City of Richmond, and I think I should be lacking in my duty to the subject and the occasion if I failed to indicate to Mr. Stetson the propriety and the necessity of his arising to take a perfectly voluntary part in the discussion of this question. (Applause.)

MR. STETSON:—*Ladies and Gentlemen*, The homes of this country are domestic universities. The common schools must become the social, literary and art centres of the communities in which they are found. The safety of the nation is not in the hands of its rulers, but in the lives of its common people. (Applause.) The world's best servant is he who knows the past, lives in the present, foresees the future, and is ready for the next thing. (Applause.) And the next thing is the consolidation of the common schools. (Applause.)

There are three questions to be considered in this connection: First, is it worth doing; second, how is it to be done; and, third, what results may we expect therefrom?

The first and the last do not need discussion. To the second I wish to address myself.

It was an English clergyman who said, "Never explain, never apologize, never retract, get the thing done and let them howl." (Laughter and applause.) Much mischief is wrought through an undue use of the lower jaw and vocal chords. (Applause.) Experience with country people has taught me that the surest way of securing their opposition is to attempt to talk schemes into them. Success is assured if you can get them to talk them over with you. The ideas, plans, outlines and details must seem to come from them.

The best instructor induces his pupils to say vastly wiser things than he ever dreamed of. (Laughter and applause.)

You and I are of a very wise order of beings; we are of a superior class; we know it and are quite willing that other people should be familiar with this interesting fact. These common people, living in quiet valleys and on sunny hillsides, know some things it would be better if we knew more about.

It is a part of my business to keep a certain portion of the state machinery so well greased that the creaking will not be heard in Augusta, where the governor lives who makes certain appointments. In the performance of my duties, I had to go into a distant and wilderness section of the state sometime since. I made the journey hoping I might settle a quarrel. There were several people present at the hearing who knew but little about the matter in controversy. They occupied so much time in telling what they didn't know that I missed my train and had to remain over until the next day. I went to the nearest village, found the hotel, and seated myself on the veranda. Just across the way was the finest embodiment I have yet seen of Uncle Sam. He was tall, lank and lean; his trousers were too short for the man who was wearing them; his coat pinched up under his arms; his hat had served several generations at the front; he had a tuft of whiskers on his chin; he had keen, clear eyes, and he expectorated a brown fluid some yards across the street at regular intervals. After studying the situation for some minutes he came over and sat beside me. In less than a minute I discovered he was a Maine Yankee,—he wanted to know my name and what I was up there for. I wasn't in a frame of mind to give him the desired information, and finally he turned abruptly upon me and said: "Who in thunder are you anyway?" The tone and phrase brought the desired answer. It was interesting to see him straighten out, as he said: "Have you been over to our schoolhouse?" I said "No." And he said, "You'd better not go." I asked why, and he said, "They spent \$150 on the outside and \$15 on the inside, and it is neither fit for a bird cage nor a dog kennel." We fell to talking about school grounds and buildings. Among other things he said: "The school grounds should be three acres in area"—and then the state superintendent began to uncurl and straighten out; he had never dared to ask for more than an acre—"I would plant forest trees in one portion of the

lot. Near them I would have a fruit orchard and vegetable garden, with flower beds at suitable intervals."

In speaking of the space in front of the school building he seemed to be somewhat skittish of the word "lawn," or else was not familiar with it, and spoke of it as a "piece of ground" which should be suitably graded and beautified with trees and flower beds. He located the outbuildings in the rear corners of the lot, and surrounded them with evergreens, so that they would not be in sight of the children while at play.

In speaking of the house, he said he would have an unpretentious wooden building, painted white, with green blinds. The colors were characteristic of his Yankee ancestry. I was much surprised when he said that the interior should be tinted in soft shades, which are restful and attractive to the eye. He did not say he would put reproductions of the Great Masters on the walls; but he did say, "I would put up some pictures for the children to look at and study." He also said he would have a bookcase with a few good books in it, but he would not have many; he believed in the best, and he believed in reading them many times.

It seemed to me he was striking a very swift pace—something faster than a 2.04¼ clip, but later I discovered he was scoring for position—if you know what that means; I don't.

In his next statements came my greatest surprise. He said, "I would build a small room in the rear and at one side of the school-house, and in it I would put lumber and tools, and give the boys a chance to make things. At the other corner I would build a small house for the girls, and furnish them with such material and help as would enable them to learn how to cook and sew."

When he had reached this point, I was constrained to ask, "My friend, where did you study pedagogy?" He replied, "What in hell is that?" (Laughter and applause.) There was not a hint of profanity in his reply. The most pious could not object to the spirit of the sentence.

After a study of school questions extending through a third of a century and in two continents, I am prepared to say that my Aroostook friend, who was born in a wilderness township, and had never been outside of the county in which he lived, is the man who has given me the most satisfactory statement of what school grounds, school buildings, school furnishings, school teaching, should be. In

his discussion of the matter he went into the details with great care and marked intelligence. He insisted that the preparing of the grounds, the planting of the trees, shrubs, vegetables, etc., should be done by the parents, children and teacher, and that these things should be done a little at a time. He urged that the spirit developed, the sense of responsibility cultivated, and the civic pride engendered would be the best results coming from such efforts.

He taught me these two great lessons: Have confidence in the common people, and, second, work with them in doing the things which need to be done to give them better physical surroundings, the best books, art in the schoolroom. The home and the school hold the hope of the future; this is my benediction. (Long applause.)

THE PRESIDENT:—The Rev. Dr. Hawthorne, of this city, has been suggested as one who will say a few words to us at this time.

DR. J. B. HAWTHORNE, of Richmond:—Mr. President, your invitation is a great surprise to me. I had not the slightest suspicion, when I came in the building a few moments ago, that I should be called upon to say anything, and I do not know that I have a thought that is worthy of the attention of this great convocation of educators.

I believe it was Sydney Smith who said: "Be what God intended you for and you will succeed; be anything else and you will be worse than nothing." I believe it requires more than training and knowledge of the science of pedagogy for a man to be a successful teacher, either in a primary school or in a college. He must have a natural aptitude for the work, and I believe the latter accounts for a great deal of failure that we have in our educational life, especially in the South, for I know more about that than I do about any other region.

If you are called to the great work of teaching, and you have the requisite training for it, and the aptitude, the natural gifts, for it, you will succeed. If you have not such aptitude, it is as fixed as fate that you will fail. And then I think that a teacher ought to have convictions, he ought to have established, fixed views about some things.

The first public school-teacher that I remember was an old man in Wilcox County, southern Alabama, whose name was Thomas Bayne. I have not time to tell you about what our public

school system in those ante-bellum days was in that country; but this old man Bayne, who had taught the children in my father's family their letters and how to spell in words of three or four syllables, made application for the position of public school-teacher in that district, and the county superintendent asked him a single question. He said: "Mr. Bayne, this community is very much divided on a question of geography; some believe that the world is flat and some believe that it is round, and we would like to know what you propose to teach on that subject." After some hesitation, the old man said: "Well, sir, on that question I have no very fixed views. I have prepared myself to teach either the round or the flat system, and therefore will accommodate the wishes of my patrons." I believe that a teacher should have some very deep and fixed convictions on some subjects, and I believe that right there is the secret of many a man's failure who is engaged in the public schools of our country.

Mr. President, I want to say, before I take my seat, that nothing has pleased me more, nothing has given me more joy within the last year, nothing has brought so much instruction to me as the assembling of this great convention of educators in the city of Richmond. I honestly believe that this great movement promises more for our great country than anything that has occurred within the last fifty years. No words of reprobation are too severe for the political demagogues who are trying to divide it. (Applause.) All honor to those who bring an undivided mind and heart and strength to its support. It is a great and patriotic power. All I have time to say is, God bless this educational movement, and prosper the work which it has in hand.

THE PRESIDENT:—I now have the pleasure of presenting to the audience Professor P. P. Claxton, superintendent of the Summer School of the South, Knoxville, Tenn. Mr. Claxton is well known to all the members of the Southern Education Board for the earnestness and ability with which he has served the bureau of the board and with which he has prosecuted his work for the Summer School. It is therefore a pleasure to me to present him to this Conference.

## ADDRESS—A MODEL SCHOOL.

By PROFESSOR P. P. CLAXTON, of Knoxville, Tennessee

*Mr. President, Ladies and Gentlemen:*—The gentleman from Maine made my speech much better than I can make it, putting it in fewer words than I can put it. The model country school, after all, is not so difficult a thing to realize if we consider a few principles of education which will give us an idea of what the country school should be like. We must remember that in all time it has been the purpose of education to prepare the pupils for the lives which they are to live. We must remember, also, that all education grows out of the life that the people really live. It is a selective process, it is a revising process. The law of the less of interest the less of growth, the rule of beginning where you are and going to where you must reach, hold in the country just as they do in the city.

The time was when we took probably one boy out of ten and one girl out of fifteen or twenty, or more, and we expected these people to be professional men, or ladies and gentlemen of leisure; they were to be lawyers and statesmen and orators and literary gentlemen; they were to be possible leaders, they were to have to do in some way with talk, and we taught them for that purpose very largely, and so we had a fixed course. But the day has come when we are undertaking to educate the children of all the people for all the walks of life. We are beginning to try the great experiment of bringing intelligence and intellectuality and heart and spirit to all industry, to all the life that all the people must live. We are trying to answer that great prayer that Jesus prayed for His disciples—not to take them out of the world, but to make them a part of the world; that each boy and girl may do with less labor the work their parents did, and that each man shall walk away from his daily task a free man; that the man who turns the clod may himself be more than a clod and the man that beats the anvil may have a heart more sympathetic than his own iron.

All people must be prepared for two things. First, they must be prepared for life. That is the great thing in educational machinery, it must give culture, that enlargement, that giving of the mind, that giving of the soul and the heart to the task, that bringing of each individuality into contact with the great human interests of the



world. Without that, all life must be a failure. Whether the boy is to live in the country as a farmer, or in the city as a professional man, the one great profession of all men, and all women, is humanity. So every school, in the city or in the country, must remember to open its doors to humanity for the pupils in the schools, it must make of them men and women, it must bring them into contact with the great sources of inspiration, with the great literature, with the great heart of the world, with all that lifts up.

The second thing to be remembered is that all people must make a living. The day has come when people do not live in honor when they live by the labor of some one else. Every person must in some way either make his or her own support or contribute to the good of the world. I have come to believe that a good long step towards honest living is the ability to make an honest living, and that an honest life grows easily out of the ability to work in such a way that your work will contribute to your support and the support of those dependent on you. One must bear one's own burden and do something towards bearing the common burden. We will learn some day that that is the true solution of the negro problem in the South, when each negro has some ambition to make his own living and do something more; then other phases of the race problem will rapidly get out of the way.

With this in mind, what shall we do? The country school is for country children who know about country things, and who, if our civilization is to continue as it is in the South, must largely live in the country, though of course some of them will go to the city. For that reason the state will have to educate some of its own citizens in the country.

The country school should have the Maine man's three acres of land. I think it ought to have more than that. I have to do with one where we have about twelve acres of land. There is a hill on which the schoolhouse is to be built, which slopes down to a pond. We are going to plant trees there and down at the pond we are going to plant water lilies. We are going to build a schoolhouse which will have six rooms about 24 by 36 feet, and in addition there will be a large assembly room, large enough to accommodate the people who will come there to any entertainment for the people of the district. There will be halls and cloak rooms in addition. It will be built in an artistic way. The ceilings will be thirteen feet high,

the rooms well lighted and well ventilated, and there will be water in it, pumped from a little spring down at the foot of a hill. It will be built of wood. I had a letter to-day saying that it could be built of stone if we had another \$1,500; it is in a marble region; think of a marble schoolhouse!

There will be a house for the teacher. There ought to be teacherages in the country, as well as parsonages. (Applause.) The plans have been drawn for a house to cost about \$1,750; it would cost about \$3,000 in the city. It will be a good home for the teacher. To begin with, it will have the grounds around it laid out by our professor of horticulture in Tennessee. The principal of the school will be required to live in that house and keep it in such a way that the grounds and the house will be a model for the people about there. An orchard will be planted on the hill back of the schoolhouse, a strawberry bed will be made, and a vineyard, if not for the sake of the fruit, at least for the sake of showing how to care for it and how to support it and how to pick off a few grapes so that the remainder will grow larger and be better than if all were allowed to remain on the vine. We shall attempt not to make any experiments, but to show what has been done in other places. We shall require the principal to see that it shall be demonstrated to the farmers what has been done by the most advanced knowledge in raising grapes in that section.

The course of study in a country school should be broad. I believe in the freest kind of election. All children should be taught to read, to write, to spell, something of language and something of culture from the human side. I suppose geography is in that list, the connection between the dead sciences and the live sciences, if I may call them such for the moment, and history and literature. Through that course of study there will be a reading lesson every day. Children will be taught to read in a year or two, and then they will read for the sake of the matter. It will be the great literature of the world, that ought to be the common heritage of all the people—great because it takes hold of the human heritage of the heart. Then there will be a laboratory for chemistry and physics. (Applause.)

Some years ago I had the opportunity of studying the schools of Liverpool. I learned there the great lesson that little children twelve to fifteen years old may begin in a laboratory, with apparatus

that costs very little, to learn the great fundamental principles of physics and chemistry. That knowledge one must have in modern life to understand the things about him. The laboratory is not for everybody, but certainly for those who go into the higher grades.

There will be a shop in this school where boys can learn to do with hammer and plane the things necessary on a farm, and the girls will be taught to cook and sew.

I believe everybody believes now, except a very few people, that the school must take hold on life; that if the girls in the country must take hold of that which is provided by their fathers and brothers and husbands, and use a fractional part of it and sell what remains to the world and put the money in the bank, then there is the opportunity for education to serve our country people.

Next comes the question of the teacher. If the people of the South solve the question of the teacher, all other questions will be solved. The Germans say, "As is the teacher, so is his school." The Swedes go further and say, "The teacher is the school." If we had in our Southern country nothing but bright, thinking men and women for teachers, we would have everything all right. We shall try to get the proper kind of teachers in those schools. Why should all teachers have the same examination? Let us find a man who can teach horticulture, a woman who can teach cooking and sewing. It makes no difference if she doesn't know what is the longest river in the world—she is teaching sewing. (Applause.)

We want somebody who can teach vocal music. The most practical thing, in city or country, after reading and writing, is the power to sing. I can be reasonably happy if I cannot translate American money into Russian kopecks, but I could not be happy if I could not sing at churches and Sunday schools. We want some one to teach the children how to sing; and if she does not know percentage quite well but can teach singing, I should say we need her for that school. In other words, we need six teachers for that school, for from two hundred and fifty to three hundred children live in a mile and a half of that school, and it hurts no child to walk that far.

I understand the difficulty of making any new thing a success, but these things are not very difficult, and the scheme ought to succeed. I know it will take time to work it out. I have given you, in the simplest language I could employ, the principles underlying the

structure and purpose of this model school. I thank you for your attention. (Applause.)

The Conference then took a recess until eight o'clock p. m.

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## EVENING SESSION.

THURSDAY, April 23, 1903.

The Conference was called to order at eight o'clock p. m.

THE PRESIDENT:—Our proceedings this evening begin, according to the program, with an address from the Hon. H. L. Whitfield, state superintendent of public education for Mississippi, concerning "A Decade of Educational Progress in Mississippi." Because of illness in his household Mr. Whitfield has been detained.

[At this point in this report the following paper is included as a *post facto* discussion of the topic assigned to Superintendent Whitfield. This paper was prepared for the present volume by Dr. Robert B. Fulton, chancellor of the University of Mississippi.]

### EDUCATIONAL PROGRESS IN MISSISSIPPI.

DR. FULTON:—In order to understand fully whatever of educational progress has been made in Mississippi during the last fifteen years, conditions which existed previous to that time should be kept in mind. In the ante-bellum days the state had no public educational system. The lands granted by Congress in aid of public schools, amounting to one section in each township or about one-thirty-sixth part of all the lands in the state, had yielded no large fund for the support of education. Other funds for education were quite small. The state had been rapidly settled by immigration from the Southern states lying east of it, and the settlers were usually men of means. The per capita distribution of wealth among the whites in Mississippi immediately before the Civil War was large. Agricultural labor in the production of cotton was very remunerative. Schools of course existed only for the whites, and under private or church or community control. Such schools multiplied, and many of them did large and effective work. There was a general sentiment, founded upon individual independence and pride, which in the eyes of the public made it rather unseemly for any parent

to depend upon the state for assistance in the education of his children.

The Civil War entirely changed these conditions. During the period of reconstruction some effort was made to organize a public school system. This was intended to afford equal opportunities to whites and blacks. Like many measures inaugurated in that period it incurred the odium of the tax-paying white people, and for many years little progress was made.

In the year 1890, under the administration of Hon. J. R. Preston, state superintendent of education, the first well marked effort was made to put life and vigor into the public educational system of the state. Superintendent Preston was instrumental in securing such legislation as required the examination of teachers applying for license by the state superintendent of education instead of under the direction of the county superintendents. The first examinations held in accordance with this policy showed the deficiencies of many teachers. Some were discouraged, others were stimulated. At that time the state was receiving no help from the Peabody Education Fund, and there was no organized work maintained by the state in any school for the training of white teachers. In the fall of 1892 the faculty at the University, upon the suggestion of the chancellor, agreed to give at the University during the following summer courses which would be helpful to teachers in the public schools. Correspondence with the county superintendents of education had shown that between three and four hundred white teachers would probably be inclined to take advantage of such opportunity. The plan was proposed at the State Teachers' Association held in Jackson in December, 1892. At that time departments of pedagogy in state universities were coming into favor and the association placed on record its expression of approval for such department. In the month of January, following, Superintendent Preston secured from the secretary of the Peabody Education Fund, Dr. J. L. M. Curry, an appropriation sufficient to maintain one or two summer institutes for teachers in the State of Mississippi. One of these held at the University in the summer of 1893, brought together a course of four hundred and fifty teachers from the public schools, most of whom were sadly conscious of their own deficiencies. This was by far the largest assemblage of Mississippi teachers which had ever met. The mutual acquaintances and the stimulus derived from

the lectures of prominent educators from various parts of the country gave great impetus in the right direction, and the work was most valuable, not only for what was accomplished, but more for what was projected. This was the beginning of the series of summer meetings at the University and elsewhere which has continued up to the present time, and with increasing interest and profit to the individual workers in the public schools as well as to education generally in the state. The last of these gatherings held at the University in June and July, 1903, was attended by more than seven hundred and fifty teachers, earnest in their desire for knowledge, skill, and increased efficiency in their work. The institution of state examination for license to teach has been undoubtedly of the greatest value in stimulating teachers and in securing better efficiency in their work, as well as the higher appreciation of their work by the public.

Another feature of far-reaching importance inaugurated during the administration of Superintendent Preston was the law authorizing the formation of separate school districts. In accordance with this law over seventy-five communities in the state were soon organized into separate districts, in which, by local taxation, excellent school buildings were erected, and provision made for the maintenance of well graded schools for a period of at least eight months in each year. These schools have in almost every case made rapid progress in the excellence of their work, and have won the fullest confidence and the cordial support of the local community. Many of them have developed good high school departments. All of them have drawn pupils from the surrounding rural districts, especially in their advanced grades. While these schools in the separate school districts do not reach more than 15 or 20 per cent of all the children of school age in the state, yet their success has been so marked that they have been a striking object lesson to other communities where conditions are not so favorable.

It should be borne in mind that in the State of Mississippi there are separate schools for whites and for negroes. The negro public schools are taught entirely by negro teachers. In the separate school districts and in the rural school districts the schools are maintained during terms of equal length for the two races.

In the year 1893, during the meeting of the teachers held at the University, a committee of ten was appointed to draft a model scheme

for grading the better schools of the state and marking out for them and for high schools courses leading from the primary classes up to the freshman classes of the State University. A scheme was adopted, upon the report of this committee, by formal action of the State Teachers' Association. This was published and has served as a model for the shaping of probably every graded school in the state. Previous to its adoption every teacher followed his own devices in the matter.

In the years 1892 and 1893 the authorities of the State University and the administrators of the public school system reached a definite understanding in regard to the relationship between the State University and the public school system by which the University and all other public schools were recognized as parts of one general system. Since that period the policy outlined by Mr. Jefferson for public education in Virginia, and first exemplified fully in the public school system of the Northwestern states, has been practically controlling in Mississippi. There has been the heartiest co-operation between the schools of all grades and the State University. Many of the graduates of the University have gone into the public school work, and many communities look to the University to supply them with efficient teachers.

The constitution of the state which has been in force since 1892 requires of every voter an educational qualification before he can exercise an elective franchise. It also requires that the legislature by general taxation provide sufficient funds to maintain the public schools for at least four months in each year, which funds shall be distributed to the several counties in proportion to the number of educable children. It also allows each separate school district to levy taxes within a reasonable limit to supplement the appropriation made by the state and to continue its school for a full session of nine months, and allows the several counties to make a supplemental levy sufficient to maintain public schools in the county for a period altogether of nine months in each year.

Whatever of advancement Mississippi has made in public education within the last ten years must be largely attributed to the legislation to which reference has been made. It is undoubtedly true that the requirement that a voter shall be able to read has placed a premium upon education, and that the silent working of this constitutional provision in the public mind has been wholesome.

The separate school district law has given the opportunity for the development of good schools in the most favored localities. While it may have detracted something at first from the means of support of the rural schools in those counties where the separate school districts were maintained, yet upon the whole the establishment of good schools in the seventy-five or more separate school districts has undoubtedly afforded an object lesson of the greatest value to the neighboring rural districts. These, within the last five years, have felt very largely the stimulating effect of these object lessons. The legislation which allows the counties to make a special levy to maintain all the schools in the county for a longer period than four months has also been most wholesome. Nearly ten years ago County Superintendent Regan of Claiborne County, through his personal exertions, secured such a levy in his county as has maintained all the schools in the county for a period of eight or nine months each year. Other counties, amounting in number now to fully fifteen, have been induced to follow this example. Under the aggressive administration of Superintendent Whitfield the work of lengthening the school term of the rural school by securing an additional tax levy in the counties has made rapid progress, and the end of the year 1903 will probably show that as many as thirty counties in the state have adopted this policy. It thus appears that the example set by the establishment of good schools in the separate school districts has accomplished vastly more for the rural schools than would have been accomplished if the funds used in the separate school districts had been equally distributed over the counties.

The school boards in the separate school districts are generally willing and anxious to provide every facility needed for improving the efficiency of these schools and for advancing the grade of instruction offered. It is worthy of note that never in the history of the state has there been such a large demand for thoroughly prepared and efficient teachers for the advanced grades and the high school departments of these schools as has been felt in the year 1903. These high schools are so distributed over the state as that no ambitious boy or girl need be deprived of a high school training. The larger and more complete development of these high schools is now one of the matters most urgently calling for attention in Mississippi. For this work competent high school teachers are in great demand. In order to meet these conditions the State University has



arranged to expand its chair of pedagogy into a department of education. This department has been fully organized and will begin its work at the opening of the next session in September, 1903.

The advancement which has been made in the state in the last decade was strikingly evidenced by the very large number of teachers attending the Summer School of the University in 1903. As compared with those who attended in 1893 their numbers were twice as great and the evidenced proficiency largely more than thrice as great. The enthusiasm and intelligent interest in their work is a most hopeful prophecy for the rapid advancement for all work done in the public schools in Mississippi. The outlook is most encouraging in that it shows:

1. That the high school departments of the schools organized in the separate school districts are rapidly developing in efficiency and thoroughness, and are now placing opportunities for high school training in every county in the state and within reach of practically all the youth of the state.

2. That county taxation is rapidly solving the question of affording longer terms and better facilities for rural schools.

3. That the existence of good schools in the separate school districts has brought about a proper appreciation of good school work, and a larger demand for well trained and efficient teachers in the high schools as well as in the schools of lower grade, and a better appreciation of the fact that efficient teachers deserve adequate compensation for their services.

All that has been said above relates specially to schools for whites. While there are corresponding schools for negroes in the separate school districts, it should be remembered that social conditions have led to the employment of negro teachers exclusively in the negro schools, that we have been offering to the negro race identically the same form and method of instruction, with the use of the same text-books and facilities, which have been worked out for white children, and that we have tacitly been assuming that an education fitted for the Anglo-Saxon is that which should be offered to the negro children.

As a result of the prevailing conditions the advancement in education made by the negro race in Mississippi has not been as marked as that shown by the white race. It is probably true that in the elementary grades the negro child learns to read and learn the

first rudiments as readily as the white child. Whether from racial or other conditions their work and advancement in the higher grades is not as largely successful in accomplishing desired results.

The public educational work which has been done for the negro race in Mississippi has been chiefly paid for by white taxpayers. This has been tacitly allowed as a matter of benevolence, and public policy rather than wise pedagogical discrimination has controlled public sentiment. One great problem of the future will be to determine what racial differentiation in the mode of education should be made for the negro race in view of his racial peculiarities and his social condition and family life. The fact that 60 per cent of the population of Mississippi belongs to this race gives special interest here to this question. Undoubtedly more of moral and parental training is needed for this race. Industrial training of various kinds may help to a successful solution of the problem as to what educational facilities are most helpful to the negro race in Mississippi. The lack of proper home influences seems to be the most serious desideratum.

THE PRESIDENT:—We will now hear from Dr. L. H. Bailey, who tells me that the subject announced for him on the program, "The Forward Movement in Agriculture," would be more correctly stated as "Agricultural Education." I have now the privilege of presenting Dr. L. H. Bailey, professor in Cornell University.

[Dr. Bailey has requested the substitution of the following for the address delivered in Richmond. The paper is one read before the Louisiana State University, and it is included here as especially appropriate to this volume.]

#### EDUCATION THROUGH AGRICULTURE.

By L. H. BAILEY, LL.D., Professor of Agriculture in Cornell University.

PROFESSOR L. H. BAILEY:—It is a common saying that ours is a great country. We measure it by its miles and by its population. But I am most of all impressed by the diversity of its conditions and the differences of its institutions. The contrasts of this present journey are fresh in my mind. I began with New England, a country of green hills, of rippling, laughing streams, of small, snug and tidy homesteads, of reserve and conservatism in the ideals of its people. Stability is written on every line of its cities and its

landscapes. The sternness of its climate has bred a people in which there is no excess. The institutions of this old New England have been evolved with much experiment and tribulation. They have been the product of long and deliberate discussion, for the town-meeting has been the heart of its civilization, the forum in which every man has had an opportunity to express his full individuality.

I crossed the great expanse of the Middle West. The showers of spring had awakened the sweeping landscape into the beauty of full foliage and flower. The bounding, rolling prairies stretched away to the rim of the sky. Everywhere the country is expressive of the fatness of the soil. Within a generation, a great civilization has sprung up, great cities have been built, institutions have been created and established. It is a region of full and bounding life and vigor. All its lines are direct and purposeful. It has not passed through those long periods of doubt and experiment that have characterized the old commonwealths. The school has been the pivotal point in its development. Great brick school edifices dominate the cities and the hamlets, as the cathedral buildings once dominated the villages of Europe. Nebraska is said to have the lowest percentage of illiteracy of any state in the Union. The result is that the Middle West is already beginning to color the political and economic ideals of the nation. The development of this great mid-continental region will be along large lines, for nature seems to have set no bounds. Yet, it was only yesterday that Bryant could say:

"These are the gardens of the desert, these  
The unshorn fields, boundless and beautiful,  
For which the speech of England has no name,—the prairies."

Then I went by Oklahoma, with its vast and virgin reaches, and its farms in the luxuriance of their first reclamation from the wilderness. There is a newness and a freshness that challenge the citizen of the older commonwealths, and one wonders what great things the future may have in store for these untried countries. He only knows that there is promise.

And finally I came to Louisiana, calm and lovely old state of the river and bayou and the sea. I left home in the burst of spring; here I come into the full glory of the summertime. I experience your ripe and genial climate. I see a new landscape and find a new set of institutions. Here are fine old families, with

noble traditions and high and chivalric ideals. Here is a type of civilization founded on social and economic conditions that are wholly unknown in New England and in Kansas. Here is a country as old as New England, as fertile as Iowa, as new as Oklahoma. Here flows the Nile and here lies the lower Egypt of the West. The commerce of the upper empire floats through your gates and you hold the keys thereof. The one overpowering thought as I go through your state is this: What undeveloped resources are here! What great future awaits it! And all this material heritage is halloed by a long and tender history and enriched by a sweet and virile literature.

The overmastering impression that such a journey makes upon one is the feeling of diverseness alike in the physical features of the country and in the ideals and the institutions of the people. And yet we know that we are a common people, for we live under a common flag. The greatest hope in this great country lies in the fact that we all unite in the belief that every man shall have the full opportunity to make himself more of a man, while allowing every commonwealth to work out its own problems in its own way. Nothing would so soon destroy the very ideals of the republic as an effort to reduce all parts of the country to a uniformity of method. Evolution, whether in man or in institutions, is the working out of individuality. Every man must have opportunity to make the most of himself. This is the one fundamental concept of our Western civilization. This is Americanism. This is democracy. It is the recognition of the effort and the personality of the individual. It gives the individual a chance. No conditions of birth or race or social status are to stand in any man's way. On the other hand, no man is to be forced into any factitious advantage. He is not to be given station or honor or opportunity beyond that which he is able to comprehend and to attain. To force a man beyond his sphere is as pernicious as to hinder him. The man must be given the opportunity to become what he has the ability to become.

And in what does this opportunity consist? In political preferment, which is the opportunity to hold a set and stated place in his community? No; for this preferment must rest upon the merit of the individual. It is a result, not a cause. In the opportunity to cast a vote? No; for he should cast a vote only when he is

worthy to cast it. This is also a reward, not a cause. In some arbitrary social status that may be imposed either by custom or by statute? No; for social status rests, in the last analysis, only on the character of the individual. This also is a result, and not a cause. Yet, these things are said to constitute freedom; but they are only the garments, that freedom wears. There is only one freedom—the opportunity to emancipate oneself; and this opportunity can be expressed by only one word in the English language—education.

And what is education? The answer to this question is, to my mind, the crux of every social and economic and political question that torments us. Our different conceptions as to what education is, constitute, I believe, the greatest differences, in fact, the only fundamental differences, between the North and the South to-day. And I am free to say that I believe that the suggestion of the final answer to the question is now coming from neither the South nor the North, so much as from the West. It is a contrast of old ideals with the new.

The full force of this contrast can be understood only as we pass in hasty review some of the older ideals of education. The history of the world has been a history of castes and classes. Gradually and painfully the masses have challenged the classes, and have won recognition of rights that belong to all men when they win them. Education was first of the classes. It has been for the few. Chiefly, it has been ecclesiastic and aristocratic. Church schools and private schools were for centuries practically the only schools. The university and the college grew up in response to the demand of these special classes. Their doors were open to certain men and to no women. These men were, for the most part, those who did not perform the world's labor. The world still looked to Greece for its ideals and its inspiration. The instruction in the institutions, therefore, followed Greek lines and it necessarily had little relation to the daily life. In fact, its divorcement from the daily life was really considered to constitute much of its merit, for thereby it stood for "ideals" and for "culture." This type of education, which is still adhered to in many places, is at best only a supplement to the daily living. It is essentially exotic; it is an engraftment and an acquirement.

The history of education for the past two hundred years has

been a constant encroachment of those subjects that have relation to the daily life, and a continuous resistance on the part of the Greek ideals. Chemistry and natural philosophy fought their way in. Law and medicine were amongst the first of the new subjects to gain a foothold. Only a little more than a century ago "natural history" contended for admission to Harvard College and gained entrance only under protest.

One by one the affairs of life have found expression in the schools. Little by little the schools have come to the people. The history of these ideas may be grouped around six or seven emphatic points.

1. The evolution and fulfillment of the idea that it is the duty of the state to provide for education for all the people. This idea found full expression in the wise political philosophy of Jefferson, and embodiment in the ordinance of 1787, organizing the Northwest Territory. It was Jefferson's conception that the state should provide for a public school system that should culminate in a university; but it is a significant fact that the part of his scheme that reached fulfillment was the university and not the elementary schools; and the grand old University of Charlottesville is one of the best of the many monuments to his fine genius.

2. The rise of equal opportunity for women, to whom the public schools shall be opened as freely as to men. This development of educational ideals is not to be confounded with discussion of mere co-education, for co-education is only a means, and it may be desirable or undesirable, according to circumstances; but it is the development of the emancipation of woman, giving her opportunity.

3. The gradual evolution of the idea that the state, in order to protect itself, must compel its children to attend school. The great growth of cities, with their hotbeds of crime and the inquisition of child labor, has brought the whole subject of compulsory education to the fore.

4. The enormous development of the scientific spirit in education. This is primarily the result of the growth of scientific inquiry, whereby we take nothing on authority, but everything on evidence. The growth of the spirit of science has challenged the accustomed means whereby men are educated. It has almost seemed as if the scientific and technical subjects were to drive out the ancient lan-

guage and literature and philosophy; but we know now that whilst the new has come to stay, the old has been revitalized and renewed, and that its efficiency as an educational means is to increase rather than diminish. Every subject now is studied by the scientific method. Witness the wonderful transformation in the writing and the teaching of history, whereby the methods of a generation ago already are outlived. Associated with language now is philosophy; with metaphysics is experimental psychology. The two elements in an educational system are, first, the result to be secured, and, second, the means of the process whereby that result is attained. The result is an educated man or woman, the drawn out and developed mind. The means may be varied, according to the circumstance. Under the power of a good teacher, a mind may be educated by means of any subject, whether that subject be associated with Greek, or philosophy, or cattle, or machinery, or mathematics, or cotton.

5. The full development of the idea that education should be related in some way to the daily life. This is a necessary corollary of the growth of the belief in popular education; for most persons must earn their living, the power to earn a living must be enhanced, the person must feel some inspiration, and some satisfaction in the life that he himself must live. Now, to relate education to the person himself is the meaning of the Land Grant Act of 1862, made in the darkest days of our beloved country, born of trouble and misfortune, but the culmination of long years of discussion whereby it was determined that education was really not in consonance with the daily lives of the common people. And what do the common people do? They engage in farming and in the mechanic arts. Then let us make farming and the mechanic arts mean more than they ever have meant before, to the end that the millions of persons who engage in them may lead fuller lives! Your institution and mine, and every other one that receives the privileges of the Land Grant Act,—has it felt that the education that makes a people great is that which enables a man or a woman to rise to a higher plane, whilst still content with a work-a-day and perhaps an humble life? We have spoken much about the ideals of education, but the true philosophy of life is to idealize everything with which we have to do.

Do I raise sugar-cane? Then let me know how sugar-cane grows. Let me analyze its complex structure, see its cells, unravel its fabric, follow the juices from the earth until, kissed by the sun

and blessed by the rain, they are full of their magic sweetness. Let me know the soil, whence it came and of what it is composed. Let me understand the thousand forces that I set at work when I break it with the plow. Let me study its chemical and physical changes. Let me see the myriads of micro-organisms that touch it into the breath of life. And as I follow the furrow, let me feel the kindly warmth of the sun on my cheek and catch the song of a bird as it flies over my head and is gone. Let me know all this about sugar-cane and I shall love the sugar-cane. And I will so improve my methods that I will revolutionize my sugar-making.

There is just now an American invasion of Europe and of the uttermost parts of the world—a peaceful invasion of machinery and implements and invention. The older countries have become alarmed and have investigated to find the reasons why. There is fine unanimity in the answers; the reason why is because we have so many educated men in the factories and in the shops. For years, the result of the experiment of teaching the mechanic arts was in doubt; but no man doubts it now. You can no more make progressive machinery without educated and progressive men than you can decipher an inscription on a Greek temple without a quickened knowledge of Greek. But there are nearly two times more people engaged in agriculture than in the mechanic arts, and there are four times more fixed capital engaged in agriculture than in all the mechanic industries. What shall we do for agriculture?

6. Finally, education has been seized of the missionary and altruistic spirit. We would not confine the influence of the college or the university to those persons who have the means and desire to come up and sit in its influence. We would extend its influence; and thus has been born the extension movement which is so much a part of our time. By means of itinerant lecturers, publications, correspondence courses, we are spreading the elevating and fraternizing spirit of the universities. We believe that every man and woman should be touched with the new ambition and the new ideals that education can impart. We must carry the educational motive to every man's door; if he shuts the door, we must throw it in at the window.

I have now traced in a brief and very imperfect way some of the recent changes of base in the ideals of education. My contention is that no subject is too mean or too common to serve in the



process of educating a man, and that equal results can be attained—given equally good teachers—whether the subject-matter is a Greek poem or Indian corn. Each may be made the means of training a mind.

But there is a larger side to all this, and hereby I come to the main purpose of my speech. I propose briefly to speak of agricultural education. This I do for three reasons: first, I know less—if it be possible for me to know less—about other kinds of education; second, the other phases of education are already fairly well developed and are not so much in need of a sponsor; third, because more persons are engaged in agriculture than in any other series of cognate occupations. More than 50 per cent of all our people live in the country, and about one-third of all our people are actual farmers. Of the people that live in Louisiana, 55 per cent of those that are gainfully employed are engaged in agriculture, notwithstanding the fact that the state contains one of the great cities of the Union. In Mississippi, 76 per cent of those that are engaged in earning a living are farmers, this being the highest percentage reached by any state in the Union. Now, all these persons must be reached, and they can be reached quickest and best by touching the things in which they are most interested. I care not so much for the commercial importance of cotton or of sugarcane or of rice or of Indian corn as I do for the fact that thousands of our fellow-citizens grow these crops, and can be touched when we touch these crops. There are more than five million farms in the United States that raise poultry and millions of householders in towns and cities that do the same; three years ago there were over two hundred and fifty millions of fowls on the farms; in 1890 the value of poultry and its products exceeded the combined values (according to Watson) of the outputs of the iron mines, the coal mines and the mineral oil wells. What an opportunity is here to touch the people!

The greatest problem before the nation to-day is how to reach and uplift the rural people. It is more important to us as a nation than the Philippine problem or any issue of politics or of social statics. It is even more pressing than the education and assimilation of the hordes that come to us from abroad, since the country people are widely scattered, there are no well digested and well organized means of reaching them, and agricultural subjects have

not yet been put in pedagogic form. This subject is of tremendous special importance to you of the South, since such a large proportion of your people are in the open country and there is such urgent need of the revitalizing of your agriculture. You are now largely a pastoral people. Manufactures and railroads and immigration are soon to change your economic equilibrium. You have scarcely yet entered the era of the phenomenal growth of cities. The proportion of farmers will grow less,—at the present time it is too large. Then will begin the new era in your agriculture: other parts of the country have suffered in these periods of shift, but you, shifting last, should profit by all previous mistakes. Now is the time to prepare for the change which, I believe, is surely coming to the South. Build schoolhouses. Reach your people. Tell them to be ready. Teach them how to live to get the most from the day as it passes. Instill a few fundamental principles for the betterment of the farm. The adoption of a three-year or two-year rotation of crops is capable of doing more for most parts of the South and for every industry in it than any discussion of any number of theories of economics or any act of Congress could ever do.

The rôle of the college of agriculture of the future is to be much more than the teaching of mere technical or professional agriculture. It must concern itself with the whole question of the rural schools. The child must be put into touch with its own world; and the child's world is the world of common things. I should prefer that my child know what a stone is than to know what the Matterhorn is. The whole tendency of our elementary education has been to begin with things beyond the child's realm. We began with books about things. Time is now coming when the child will begin with the things themselves,—with the objects and phenomena of its usual environment, the soil, the sky, the weather, the plants, the animals, the streams. At present the child often gets no hold on its own life, and yet its own life, in its own way, it must lead. Books and museums are really of only secondary and indirect value, yet we have made them to stand in the stead of everything else. For centuries we have taught by means of books: time is coming when we shall return to the methods of Socrates and of Christ. The country child suffers under a double misfortune, because the books are made for town conditions, if, indeed, they are made for any conditions at all. (I have made some of them myself!) Arithmetic

has to do with brokerage and partnerships and partial payments, and other things that mean nothing to any child, least of all to the country child. Botany has to do with cells and protoplasm and cryptogams. History deals with political affairs and wars, and only rarely comes down to physical facts and to those events that have to do with the real lives of the real people: and yet political and social affairs are only local affairs grown big. Geography used to begin with the universe and the solar system and the earth, and only finally, perhaps, came down to some concrete and familiar object or scene that the pupil can comprehend. Surely, the way to teach is to go from the small to the large, from the known to the unknown. Perhaps one reason why the farm boy makes such a resourceful man is because he depends so little on mere books.

It is often said that the agricultural college turns the boy from the farm; but as a rule, the youth is turned from the farm long before he enters college. How deep his antipathy is for the farm he himself may not know until, under the influence of more stimulating environments, the antipathy ripens into active dislike. We do not realize how early in life this antipathy is bred. Professor Earl Barnes has made a thorough canvass of the subject in the State of New Jersey. Every school child in a certain area was asked what he intended to do when grown up. Of the children at seven years of age, 26 per cent would follow some occupation connected with rural life; of those at fourteen, only 2 per cent would follow such occupations. He concludes that the growth of the dislike for the country is due largely to the influence of the teacher in the country school. This teacher is usually a young woman fresh from the city school. Her sympathies are all with the city. She talks of the city more than of the country. She returns to the city at the end of the week. The city influence gradually pervades the minds of the pupils. Mean time, all the beauty and attractiveness and opportunity of the country are undeveloped, sometimes even unsuggested. In all this the teacher is unconscious that she is influencing the children cityward; it is the result of an all-pervading city point of view. Verily, how great is the unknown and unrecorded power of the teacher!

Again, I repeat that this dislike of the country is formed in very early life, and that we must correct the tendency in the home and in the elementary school rather than in the college. In a certain country school in New York State, comprising some forty-five

pupils, I asked all those children that lived on farms to raise their hands; all hands but one went up. I then asked all those that wanted to live on farms to raise their hands, and only that one hand went up! Now, these children were too young to be interested in more bushels of potatoes or of beans, yet they had thus early formed their dislike of the farm. Some of this dissatisfaction may have been the expression of the yearning for something that we do not have; but this very yearning is in part the result of education. These children felt that their lot was less attractive than that of other children; I concluded that a flower-garden and a pleasant yard and an attractive sitting-room would do more to content them with living on the farm than ten more bushels of wheat to the acre could do. Of course, it is the greater and better yield that will enable the farmer to supply these amenities; but at the same time it must be remembered that the increased yield itself does not awaken a desire for them. I should make farm life interesting before I make it profitable.

All this means that a new type of teaching and a new point of view must enter into the work of the elementary schools. We must seek to put the child into sympathy with his surroundings. This is the teaching that we now know as nature-study. (Here Professor Bailey explained what is meant by the nature-study movement, saying that it is not the teaching of science, is not telling the child things that grown-ups have found out, is not the addition of another "study" to the curriculum, but its purpose is to open the child's mind to the interest that it may derive from the common things with which it lives and works and plays, to the end that the child may love the country and be content to live therein. All this is a spiritual rather than an intellectual awakening, and Professor Bailey declared that he conceived his mission to be "the spiritualizing of agriculture.")

He also spoke of the school-garden movement, saying that the garden is to be a real means of teaching, not a mere embellishment. The time is coming when a garden will be as much a part of the equipment of a school as blackboards and books now are. It is strange that any school in the country districts should fail to have any point of relationship with the country or any contact with the life of the community. This shows that our country schools only reflect the methods of the old college and academy and university, and are not born of the soil for the quickening of the life that depends on the soil.

## *...ence for Education.*

...ced briefly the history of the agricultural ... the college had failed and succeeded in its ... remarkable renewal of interest in these insti- ... moment. Perhaps the most remarkable devel- ... lines are now taking place in the agricul- ... the corn-belt states. Enormous sums are now ... these colleges, sums that would have astonished ... enthusiast of a generation ago. Some of these ... The agricultural colleges are coming to be ... themselves, with many departments. The old pro- ... agriculture will soon be a thing of the past, as pro- ... medicine now are,—these subjects are now divided ... The agricultural college of the University of ... has twenty-eight persons in its faculty, and its buildings ... of floor space; and it is still rapidly building and ... The Wisconsin College has expended more than \$300,000 ... and its dairy department alone costs \$51,000 a year ... although a good part of this great expense is covered by the ... from the dairy. Minnesota, Iowa, Missouri, Nebraska, ... and others are developing great agricultural institutions. The ... of the great growth of these institutions is the fact that ... approaching the subjects from the farm-point of view and ... up the older academic methods. Every important agri- ... interest will be specially represented in the curriculum, and ... every man who grows any crop stands a chance of being ... and helped. Professor Bailey cited the fact, in support of ... statements, that the important special farmers' organizations— ... corn growers, breeders, cranberry growers, florists— ... now demanding money of the state legislatures in order that their ... may be taught and represented in the college. He also ... of the great influence that fine buildings have in giving the ... respect for his calling.)

All these facts and points of view I have given you merely because they represent the newer tendencies in one of the greatest and most neglected fields of education. I do not mean to press them as the full solution of similar problems in Louisiana or any other state, but I believe that they show in general what the main lines of progress are to be. It matters not whether any person cares for agriculture as a business or not, but every person cares for

the interests of the people as a matter of altruism and for the state as a matter of pride and prestige. Three hundred thousand persons in Louisiana follow the plow, and their families receive support therefrom. The United States, of which you are a very important part, exports more than twice the value of agricultural products that it does of manufactured products, forest products, mining products and fishery products combined. Every man must have the light to enable him to do his best, in New York and likewise in Louisiana. There must be no submerged class if our country and the commonwealth are to prosper. Gladstone has said that the one great fact of the nineteenth century was the emergence of the freedom of the individual. This freedom emerged from the sea of repression as great continents have emerged from the seas that once enveloped the earth. The only slavery of which we now have any fear is the slavery of ignorance.

All these are problems of a general and national character. There is no commonwealth in which they are not paramount. Each commonwealth will attack and solve the problem as it must and for itself. The one fact that, more than any other, is borne in upon me as I visit the educational institutions of the country is their diversity; and the second is their efficiency. I believe that the South will develop a well nigh ideal school system. You will avoid many of the mistakes that other regions have made. Since so many of your people are in the country and you are dominated so little by urban points of view, I believe that your system will be vitally original and very near to nature. It will have local color, and therefore great efficiency. It will be pervaded by your fine idealism. You have always been committed to the school and the college. Many of your greatest names are associated with these institutions. One of the tenderest and most inspiring incidents in our national history is the retirement of your own great commander from the sanguinary field of a tremendous civil war to the peace and hopefulness of a teacher's life. I believe that it is a circumstance of national importance that there are associated in one university the names of Washington and Lee.

I have noted with some apprehension the tendency of your young men and women to quit the land of their birth. You need them at home. The South holds the keys of the future. The next great national development is to come here. I hope you are to

develop it yourselves. You have your hands on the problem. Agriculture, manufacture, commerce, these are to be the structure and the body temporal; and education is to be the life-giving spirit. Manufacture and commerce will come. Agriculture you have had so long that it is in danger, here as elsewhere, of not receiving its share of the attention of the new time. We are always asking ourselves whether agriculture is on the decline and whether it pays. We seem to forget that an occupation which is necessary to the very existence of the race must prosper and must pay. Of course it may not prosper everywhere or pay everyone. These are questions of locality and of men. But in the large, agriculture is not so much declined as upset. In many parts of the country it is relatively stationary, while other businesses have made remarkable progress. In these regions and under these conditions, farmers will suffer. But the readjustment will come. It is only a question of time. There was an economic equilibrium; manufacture and commerce swept in like a tidal wave. Agriculture, oldest of the arts and newest of the sciences, agriculture went under the wave; but it is just now emerging, wet with the tears of its sorrows but with its face towards the rising sun!

When our agricultural teaching is renewed and revitalized, when it shakes off academic methods borrowed from the teaching of language and literature and mathematics, when it puts itself in line with the best spirit and thought of the time, when it teaches more with objects than with books, then the young men and women will fill our agricultural schools, whether they desire education for living or for culture. I often wonder why we in the North have had so many students under the old system. Time is coming when we cannot keep them away. Then the profits of the farm will be computed not alone in dollars and cents, but quite as much in love of nature, independence of spirit and contentment of soul,—and all these any man can have when his mind is opened to apprehend them. I believe in the value of education by means of literature and history and science and art; but if I were confined to one means I should choose that education that would lead me to love the things that I see and the work that I do day by day. This outlook I should want to impress on my children; but it is an affair of the heart, and if I do not live it I cannot teach it.

Now, therefore, I return to my original thesis,—to the proposi-

tion that every child should be educated by means of the common things, to the end that life may mean the most to him. This is a far larger question than the problem of teaching classics or mechanics or agriculture. It is fundamental to all good teaching of the child. A vicar of the Church of England, who has spent his life in work with the poor and outcast, said to me not long ago, "I always pray when I undertake to teach children. If the child is five years old, my prayer is this: 'O God, make me five years old. Amen.'"

And if you teach the children, you must begin where the children are,—in the elementary school. In the city the elementary school is established: see that it is established also in the country. Build schoolhouses. Equip them well. Employ soulful and inspiring teachers,—you cannot afford to employ any other kind. Tax the property to pay for it; it will be an investment. Then relate the school to the daily life of its own community. Then every schoolhouse will have a voice, and it will say, I teach!

I teach!  
 The earth and soil  
 To them that toil,  
 The hill and fen  
 To common men,  
 That live just here;—  
  
 The plants that grow,  
 The winds that blow,  
 The streams that run  
 In rain and sun,  
 Throughout the year;—  
  
 And then I lead  
 Thro' wood and mead,  
 Thro' mould and sod  
 Out unto God,  
 With love and cheer.  
 I teach!

THE PRESIDENT:—It is now my privilege to present to the Conference President B. C. Caldwell, of the State Normal School of Louisiana, who has kindly consented, upon very brief notice, to address us on "An Aspect of Educational Work in Louisiana."

MR. CALDWELL:—*Mr. President, Ladies and Gentlemen,* The State of Louisiana is divided into two sections by the Red River,



and these sections are almost as distinct as Minnesota and Texas. The northern part of the state is thus settled by people from the Eastern and Southern States, who belong to the Protestant faith, people of simple modes of life, small farmers, devoted to their churches and schools; while the prairie country of south Louisiana was settled and is occupied by a people altogether different. The latter are the French-speaking people of Louisiana, and they give us an interesting aspect of the question of education in the Southern States, inasmuch as they bring to our consideration the only large body of non-English-speaking people in the South.

We are accustomed to hearing all the French-speaking people described by the one term, "Creole"; but there are two classes of the French, those who are descended from the settlers who were transported at the close of the French and Indian War from Nova Scotia and were settled by the English government in the prairie country along the Gulf of Mexico, and the other class of people, of the leisure class, of the patrician type, who took land grants along the Mississippi and the Red River. The people of this latter type speak a very pure Parisian French, the Acadians speak a patois, familiarly called in Louisiana "Gumbo." But they have this in common, all of these people are of the Roman Catholic faith, and they all have a certain distinct, characteristic attitude toward the work of the public schools. It will be interesting to you to hear, within the few minutes accorded me, of the educational work that has been done in the past thirteen years in south Louisiana.

Thirteen years ago, in the parishes bordering on the Gulf, there was not a single public school building owned by the parish authorities. These children were gathered together at the parish school and taught by the priests, or by the Sisters of the Holy Name, or some one of the branches of the ministry of the Roman Catholic Church charged with the education of children. The education they received was of an extremely simple, primitive type. When the children had learned the *Credo* and the *Ave Maria*, the priest felt that his duty was well-nigh performed. The people of the leisure class, on the other hand, sent their children abroad; some of the girls were sent to the great Ursuline Convent in New Orleans, and some of them were sent to Southern France; while the boys were sent to schools in the North and East and some of them to France and Germany.

When the work of the public schools was first carried into the south Louisiana parishes, about 1890, the reception of the declaration that all the people should educate all their children together, was a very discouraging one. There was this element of opposition: The people of the leisure class, those who were well-to-do, looked upon the public school as an eleemosynary institution; it was a charity school; while the great mass of the people of the middle and lower classes looked upon the public school as an institution that would antagonize the faith that had been handed down to them by their fathers. It was thus a matter of almost infinite delicacy to enlist the interest of these people in the state schools, to bring within their comprehension the good that would result to them and to their children, through the development in the poorer parishes of a good system of public schools. This was done very largely through the priests themselves. At the start their attitude towards the public school work was naturally a somewhat unfriendly one, but in almost every one of these parishes two or more of the priests in charge were men of broad sympathy and with generous impulses toward the development of their people. Through them there gradually came to be sent to the training schools, to the normal school, to the state school in New Orleans, to the Peabody School at Nashville, some of the young girls from these parishes who learned how to teach the children and how to interest them in their school work. They came back to their parishes and helped to make popular the interest in the public schools then being established in the parishes of south Louisiana.

It may seem somewhat strange to this audience in Virginia when I tell you that in many of the parishes to-day, in the parish of Lafayette for instance, where on last Sunday afternoon a new schoolhouse was dedicated, a model school really, and where the proposition of consolidating a number of schools into one is to be tried; that in that school 71 per cent of the children are unable to speak a word of the English language; all of their instruction must be given in French. In an institute conducted in one of these parishes not long ago, I found that a large number of the teachers were unable to follow the work in English, and a great part of it had to be gone over again in French.

This work, notwithstanding the prejudice, and notwithstanding the disadvantages under which it was done, is now bringing some

very happy and gratifying results. In the report made by Dr. Alderman this morning, it was stated that the parish of Lafayette would soon vote a three-mill tax for the support of public schools. In the parish of St. Martin, the adjoining parish, there have been built during the past year six model, modern public schoolhouses. In this parish not long ago every school was taught by a Sister of the Holy Name. Now, there are graduates of the normal school teaching in seventeen out of twenty-six schools in that parish. The response to this appeal to the French-speaking people to bring the benefits of the public school within the reach of their children has been most interesting, and now people who only ten or twelve years ago could hardly understand why they should be taxed to establish and maintain public schools, are among the most zealous, earnest and ardent supporters of every movement tending to modernize and extend public school work throughout the parish. The French-speaking people present the best results wherever the benefit of the public school is given to them. They are people of a singularly happy, sunny disposition, living close to nature, all of them belonging to the class spoken of by the previous speaker, people who live in the open air throughout the year. They are a people of strong body, vigorous, athletic, hardy, given to outdoor sports, with simple tastes and with strong attachment to their homes. I visited two weeks ago a home in which the descendants of the original settler had been living for two hundred and two years. Many of them have the domestic instinct so strongly developed that they are loath to leave the parish or the neighborhood in which they were bred, and the appeal to bring into their homes the school that will give their boys and girls the training necessary to fit them for citizenship and self-support is now at last meeting hearty and generous recognition and prompt support. (Applause.)

THE PRESIDENT:—We will now have the pleasure of listening to an address by Dr. Francis G. Peabody, professor in Harvard University, the title being, "Knowledge and Service."

ADDRESS—KNOWLEDGE AND SERVICE.

By DR. FRANCIS G. PEABODY.

*Mr. President, Ladies and Gentlemen:*—I was traveling not long ago on a suburban train where it is the custom of the country that the name of the stations shall be called by the brakeman. A

lusty fellow thrust his head in at the front of the car and called out: "Lawrence Junction, next stop," and then, to my surprise, an insignificant fellow put his head in at the rear of the car and remarked, as was obviously true: "Same here." Such a remark seems appropriate to make after the addresses to which we have listened, and I have little to add except the words of the brakeman: "Same here."

I was not present at the Conference last year, though I had the pleasure of being present at Winston-Salem two years ago, and I should like to testify to the very remarkable progress made by the Conference during these two years in its definiteness of aim, as though the train on which we are embarked knew now at last where it was going and at what station it should stop. A passenger on the elevated railroad in Boston, somewhat the worse for drink, was carried round the entire system twice, not knowing where to disembark. Finally the conductor said to him: "What station do you want to get off at?" The man roused himself sufficiently to say: "What stations have you got?" A few years ago we were asking ourselves whether we had any stations, and now we come to a definite, special terminal station. It is like the journey which many of us have just happily completed, as we hurried from the North to meet with you here. First, came the sterile hills of New England, then the soft tints of the hills along the Southern shore, then the willow and the dogwood, then the fields of green, until at last we find ourselves in the heart of the effulgent Southern spring.

I should like to express the satisfaction which one feels, in these days of grave and perplexing social problems, when he finds himself associated with any enterprise whose principles and methods are perfectly clear. What to do in these days with the Philippines and the labor unions, the drink habit, the great cities and the Socialists—all this is full of perplexity and uncertainty, and the various panaceas are tried and rejected and reviled with alternating enthusiasm and despondency. But what should be done for the South, and by the South, and with the South, as to its immediate problem of progress and of politics is not a matter for dispute among reasonable men. The single address of Mr. Murphy on "The Task of the South" contains enough sound political economy and political ethics to satisfy an entire generation. One of my colleagues was showing another a Greek vase, and remarked: "Isn't it pretty?" To which Professor Norton replied: "Pretty? It is ultimate. It's the whole

of art." One feels this same sense of conclusiveness as he reads Mr. Murphy's discussion, with its perfect balance of passion and power, and if nothing had been accomplished by the Southern Education Board beyond the discovery and utilization of its executive secretary, this achievement would justify us in regarding the past year as a success. That education is the key of Southern as of Northern security, that education does not mean the shirking of political service or the increase of racial antagonism, that education begins at the bottom and not at the top, that the South and the North have a common stake in the education of the whole people, that illiteracy is inconsistent with democracy, that the part of the North is not to patronize or criticise but to reinforce the initiative of the South, and that the strength and sacrifice of the Southern States for education present the most honorable and gallant achievement of modern American statesmanship—all this is conclusively determined, and this is the common faith in which we meet. The South has been tried by almost every test of manhood that could be devised; by the devastation of war, by the pangs of reconstruction, by industrial poverty, by political conflicts, and when one now perceives the emergence of a new courage, a new self-mastery and a larger prosperity in the South, he is reminded of what a New Englander said to an Englishman as they stood together on the hill of Plymouth and looked across those sandy shores: "What do you raise in a country like this?" said the foreigner. And the American answered: "We raise men." (Applause.)

It is not necessary, however, to enter farther to-night into the details of this work. Indeed there are many of us who come here not as teachers but as learners, observing the general principles of this special enterprise, and asking ourselves how they may be applied to the interpretation of our own tasks. As one of us studies the Conference as a looker-on and learner, he cannot help being struck by the fact that our discussions do not concern themselves with a single principle, but with two principles which are, as a rule, held apart. On the one hand, this is a meeting in behalf of education, but on the other hand, its interest turns repeatedly to the thought of citizenship. Behind each address, each report, which appears to deal with the schools and the children, there stands always the thought of the nation, its welfare, its perils, and the part in its future which education must play. Thus the Conference is thinking, now of the

child and now of the world, now of education and now of statesmanship, now of the acquisition of knowledge and now of the call to service. How admirably the two were associated in the words of the Governor of this Commonwealth last evening! "Political despotism," he said, "means academic despotism. Free schools mean a free State." (Applause.)

Here then are, as it seems, two ideas rather than one, and this correlation of education and citizenship, of knowledge and service, is expressed by this Conference as it has been seldom expressed in the history of our nation. To think of the schoolmaster as a statesman, to have the political campaign of a great State marked by the war-cry, "Public schools for all the people," to recognize knowledge as the instrument of service and service as the end of knowledge—that is a union of two ideas which carries us far beyond the special intention of this Conference and into the general principles which for all of us interpret the meaning of life.

Let me dwell for a moment upon this correlation of knowledge and service, for it is full of instruction, both for those who have to teach and for those who have to work. On the one hand, the call to service democratizes the world of knowledge. A generation ago knowledge stood quite apart from service. Education, like beauty, seemed its own excuse for being. Educated people were a privileged, separated, patrician, Brahmin caste. They spoke the same dialect. They quoted from the same classics. They even held that educational value in study was decreased as one approached the bread and butter sciences. Then one day the modern world was touched and transformed by the spirit of democracy. A new test was applied for the worth of life, the test of service. A man must be not only good, but good for something. We speak of a rich man as worth a certain sum, but the spirit of democracy asks, not how much is he worth, but is he worth having? Does the rich man perform a public service? If he is not a serviceable instrument of public good, then he is a public nuisance and must be in some way abated. Are his riches, as Mr. Ruskin once said, his wealth because it is well with him, or should they be called his ill-th because it is ill with him? Or, as Mr. Ruskin remarked in another place, suppose a man in a wrecked vessel tied a bag of gold pieces around his waist, with which later he was found at the bottom, should we

say, as he was sinking, that he had his gold, or should we say that his gold had him?

Precisely the same test is to be applied to education. How much is it worth? Is it creating a fit instrument for the service of the modern world? It is not a question of the higher or of the lower education. It is a question of a person—rich or poor, North or South, white or black—who is to be drawn out—as the word education means, discovered, shaped, broadened and tempered for the service of the world, and the best education for each person is that which draws out the most of that person and applies him most effectively to the world's service.

This is democracy in education, and how searching is the test which it applies to one's own life as one considers his own education. "Democracy," says Mr. Lowell, "means not 'I am as good as you are,' but 'You are as good as I am.'" It means mutual respect and reverence in the practice of the diverse ways of service in the modern world. I was talking two years ago with a Hampton student who was mending a wagon wheel, and I said to him: "I should not like that task to be set before me," to which the boy, with perfect simplicity, answered: "Yes, sir, but there are many things which you can do which I cannot." Was not that a fair statement of the way in which the principle of service is democratizing the world of knowledge? Many a man to-day thinks himself educated when in reality he is a mere survivor of a prehistoric type among the needs of the modern world. He is like a man who rose one day in New York and read a report of his own death in the morning paper. He hurried down to the editor to protest. "But," the editor said, "we cannot correct the statement. Everybody has read it and survived the shock. You are practically dead, but, if it would in any degree relieve your mind, we will start you again in the column of births."

That is one aspect of the modern world. Service democratizes knowledge. The other side of the subject, however, is still more impressive. If it is true that service democratizes knowledge, it is also true that knowledge idealizes service. How to make drudgery beautiful, how to dignify routine, how to rescue one's soul from the literalism of the world, how to be something more than just one wheel, one cog within a wheel, in the great machine of the world—that is the cry that comes from every heart which is caught, as which

of ours is not, in the whirling mechanism of modern life. And the answer is not to be found by going round the work of life, but by going through it and idealizing service through knowledge. Here is the province of education. To do, as Booker Washington has said, a common thing in an uncommon way, to illuminate the task of life just as it must be done, with a sense of power, mastery, and insight, that is the gift of education to service. The trouble with most of our work is, not that it is essentially mechanical, but that it is stupidly and mechanically done.

I read the other day of two maiden ladies who hired a horse at a stable and inquired whether he had any faults. "He is perfectly trustworthy," said the stable keeper, "except that he does not like the rein on his tail." On returning, the ladies were asked whether the drive had been spared mishaps, and they answered, that it had rained hard, but fortunately they had an umbrella and held it open at the proper angle so that the good horse did not feel the shower. (Laughter and applause.)

That is a picture of much of the work of the world—a laborious doing of superfluous things with unnecessary self-sacrifice and wasted energy. The end of education is the interpretation and idealization of service. The application of mind to industry is the redemption of routine. One's work is, in itself, neither high nor low; it is one's part in the work of the world, and this large thought humbles knowledge and dignified service.

"Who sweeps a room as for Thy laws,  
Makes that and the action fine."

And is this, one asks himself finally, a law of life which the modern world has created for itself? Is this democratizing of knowledge by service and this idealizing of service by knowledge a new conception of modern thought? On the contrary, here is the very test of character, the giving of a disciplined life to a working world, which the Christian religion has always presented as its ideal and which the Master of Christianity laid down, not for His followers only, but even for Himself, as the law of an effective life. "For their sakes," said Jesus Christ, and in perhaps the greatest words that even He ever uttered, "I sanctify myself." "For their sakes"—that is the end of social service. "I sanctify myself"—that is the means of personal preparedness, and to give the one to the other—the sanc-



tified, educated self for the sake of the hungry, thirsty, weary, unsanctified world—that seemed to the Master of men a social ideal worthy of His disciples and of Himself. Towards this ideal of the Christian life the new world, with a new concentration of desire, begins at last to turn. Of this convergence of knowledge with service it dares to dream, and in this faith this Conference meets from year to year. What is its aim but to guide knowledge to the feet of service and to lift service to the height of knowledge? What is the picture of an effective modern life which the Conference cherishes and desires to reproduce? It is the picture of a fertilizing river flowing through a thirsty plain. Up in the hills where the stream first rises is the task of education, the quiet fidelity of the teacher's work; but all the while the stream hears the call to service summoning it to the plains below. To give the spring to the river, the water to the world, the school to the State—that is the task which confronts us here. Shut off the fountain from the world and the dammed up spring becomes a source of peril rather than of power. Detach the water of service from the springs of education and the stream runs dry. The two are made for each other—the hills for the plain, the fountain for the stream, knowledge for service; and as the educated life flows forth to the service of the world, sanctifying itself for others' sakes, ministered unto only that it may minister, it takes up the great words of the Master and sings as it flows: "I am coming that these others also may have life and may have it abundantly." (Long applause.)

The Conference adjourned until Friday morning, April 24, at 10 o'clock.

## THIRD DAY.

### MORNING SESSION.

FRIDAY, April 24, 1903.

The Conference was called to order at 10 o'clock a. m.

THE PRESIDENT:—The special order of business at the opening of this session is the report of the committee on organization and on the nomination of officers, Dr. Walter H. Page, chairman.

DR. PAGE:—Mr. President, the committee on organization and nominations has instructed me to report that the simple form of organization of previous Conferences shall be continued, for every one is eligible for membership who believes in the education of all the people.

Nominations of officers for the ensuing year and until the close of the next Conference are reported as follows:

For president, Mr. Robert C. Ogden, of New York.

For vice-president, Mr. Edgar Gardner Murphy, of Alabama.

For secretary, Dr. B. J. Baldwin, of Alabama.

For treasurer, Mr. W. A. Blair, of North Carolina.

Members of the executive committee, whose duty it shall be to decide the place where the next Conference shall be held and to arrange the program for it, the president of the Conference *ex officio* chairman: Mr. B. B. Valentine, Richmond; Mr. Joseph G. Brown, North Carolina; Chancellor R. B. Fulton, of the University of Mississippi; President B. C. Caldwell, of the State Normal School of Louisiana; Superintendent J. B. Gibson, of Columbus, Ga.; President D. F. Houston, of the Agricultural and Mechanical College of Texas; President Jesse, of the University of Missouri; Superintendent G. F. Glenn, of Jacksonville, Fla.; State Superintendent Mynders, of Tennessee; President S. A. Snyder, of Wofford College, Spartanburg, S. C.

For the committee on resolutions: Mr. Richard Watson

Gilder, editor of the *Century*; Hon. John B. Knox, of Anniston, Ala.; Professor E. C. Branson, of Georgia; State Superintendent Joyner, of North Carolina; Mr. E. T. Sanford, of Knoxville, Tenn.

THE CHAIRMAN (Mr. E. T. Sanford, of Tennessee, in the chair):—The first thing in order will be the question of the adoption of the report of the committee as to the president and officers named.

On motion the report was adopted.

THE CHAIRMAN:—The next thing in order will be the election of president for the ensuing year.

On motion Mr. Ogden was elected president.

THE CHAIRMAN:—I have now the pleasure of presenting to you your president for the ensuing year. (Applause.)

PRESIDENT OGDEN:—Mr. Chairman, it is very evident to the members of the Conference that I am now in a condition of "physical decline," and, therefore, it is all the more a tender compliment that under these circumstances you are willing to commend me to your service for another year. For the confidence which has been reposed in the executive officer in years past I thank you very much, and I appreciate very deeply this renewed expression of your confidence. It will be my pleasure to serve the Conference, conscious always of my great deficiency, conscious always that much has been left undone that ought to have been done, but yet with the purpose beneath and behind to serve you as best I am able. (Applause.)

It is a little difficult to conduct the business of this organization in the serious matter of the election of officers without a constitution and without by-laws for our guidance. On previous occasions the simple form of electing the nominees of the committee on organization and nominations has been to submit them to a *viva voce* vote. If you will allow the Chair to suggest it, in order that there may be absolute freedom of speech and of action, before this election proceeds further, some one might offer a motion that the vote should be taken in this way; and if that resolution is adopted, a form will have been secured and the Chair will have a basis on which to proceed. I shall be glad to entertain a motion that the election of officers shall be as already held, by *viva voce* vote.

On motion it was so ordered; whereupon, on motion, the gentlemen, as nominated by the committee, were duly elected.

THE PRESIDENT:—According to a resolution passed at the

beginning of the Conference, the officers elected last year will continue in their duties until the termination of this Conference, but I must now ask one of the vice-presidents, Dr. Walter H. Page, to take the chair and conduct the remaining exercises of the morning.

DR. CHARLES MESERVE (Dr. Page in the chair):—Mr. Chairman, if it is in order I would like to make a motion and precede it with a sentence of explanation. Five years ago last June, when this Conference organized at Capon Springs, West Virginia, the Rev. A. B. Hunter, of Raleigh, was elected secretary. He has performed his duties in an unusually capable and conscientious manner. He has done admirable work in his office. I have no doubt he is glad to retire. I think, as a mark of gratitude, we ought to extend to Dr. Hunter, of Raleigh, a vote of thanks for the unusually able and faithful manner in which he has performed the duties of his office.

Unanimously adopted.

THE CHAIRMAN:—It is perhaps pertinent to announce that all the officers of the Conference were changed, the committee on nominations believing in the good doctrine of rotation in office—all except the president. The newly-elected treasurer of the Conference has an announcement he wishes to make.

TREASURER BLAIR:—*Mr. Chairman, Ladies and Gentlemen.* There is always some little expense in connection with a Conference of this kind. There is the expense of the stenographer, the expense of printing the proceedings and various items of that character, which have always been provided for in some way or another. Now there is a feeling on the part of a great many people who come from different sections of the country to this Conference that they would like to have some little financial interest in it also, that they should have some opportunity to contribute to these expenses. The executive committee has arranged it so that they shall have an opportunity to do so.

Some envelopes will be circulated among you, and in the first place we would like to have on each envelope the name and address of the person contributing. These envelopes will be passed around during the day and an explanation made concerning them.

THE CHAIRMAN:—I am sure it will be with great pleasure that we will hear this morning an address on one side of education which has come rapidly to the front and is having a prodigious influence in the development of the South. Dr. Lyman Hall, president of the

Georgia Institute of Technology, at Atlanta, will speak to us on "The Needs of the New South."

ADDRESS—NEEDS OF THE NEW SOUTH.

By DR. LYMAN HALL, President of Georgia Institute of Technology,  
Atlanta, Ga.

*Mr. President, and Ladies and Gentlemen,* A prominent American said not long ago that a dollar was the most productive thing in the world. It is needless to say he was a disciple of that doctrine which has given the dollar an adjective which is applied to only the King of kings, the *almighty* dollar, "greater than all things visible and invisible," immeasurable in quantity of results, infinite in accomplishment. But there is a fatal defect in the omnipotence of the dollar. It is material, and being material it is subject to the physical law of material things, action and reaction. The dollar on the stock exchange which makes a fortune to-day for Mr. Smith loses the same fortune for Mr. Jones, and when the sun goes down, there is no increase in assets. The happiness on the credit side of the exchange is offset by the misery on the debit side.

The most productive thing in the world, in fact, is not a dollar, or two dollars, or a million dollars; but it is something which is not material, it is the germ of that power which moves ships and trains, navies and armies, which builds empires and populates continents where formerly reigned only desolation and savage beasts and men; it is something which gives no promise in appearance of its possibilities, but it is alive and bristling with energy and horsepower; *it is a boy, and above all an American boy.*

The man who has an American boy, in good health, with moderate ability, restless, with his life-blood rushing through his young veins like a torrent, a boy like the one who told his teacher that if he did not give him something to do he would "bust"; a man who has a boy like that should be happier than a king, happier than all the money on earth could make him, and the more of them he has the better his chance for greater dividends of joy and happiness and pride.

But this effervescent nucleus of greatness is productive in several directions. He is like the dollar in two ways, in that he brings forth good fruit and evil fruit. If he is to be a professional man,

or a technical man, there must be careful and patient training, forceful dealing with faults and evil tendencies—the rod? Well, when the oracle at Delphi was consulted, before a great battle, as to the result of the coming conflict, the ambiguous reply was: “There shall be a great victory.” So let us say of the rod, it should be used seldom and as the last extremity. This is the first *duty* an American pays on foreign articles, and, feeling their injury, learns his first lesson in protection.

After the rudiments comes the specialization of talent, the shaping of the undergraduate into a maximum of force in a minimum of time for the work he has to do as a factor in his country's progress as the author of his own individual destiny and reputation.

In this connection it is well to come to the point of my subject and emphasize the needs of the New South. The New South? Why so called? Fifteen years ago a machine shop and foundry between Georgia and Alabama could not secure workmen or apprentices at more than living wages. The proprietor sent his son to the School of Technology in Atlanta, the young man went home, donned his overalls, and went to work in his father's shop. Since that time he has been able to employ any boy in the county at fifty cents a day. That county was regenerated in its ideas.

Twenty-five years ago it was impossible for a young man to wear overalls in the day and a dress suit in the evening. No such false pride exists to-day. It is the desire of 100,000 young men in the South to become workers in mines, in factories, in mills. They realize the boundless resources of their section and are filled with ambition to perform great deeds in industry and progress. These facts give the cause for the name “New South.”

The vast manufacturing interests of our cities, the application of scientific principles, the establishment of great power plants, the working of mines, the development of every natural resource with mechanical appliances, demand men—staunch, sturdy, powerful, workingmen—men who not only have the strength to do, but have the intelligence and training to do what is wisest and best.

Have we such men? No. Have we the facilities for training such men? No. These answers come from the shops, mills, power plants, and manufactories which are rising like magic in every Southern state.

The future with its increasing markets, its tropical trade, its

Panama Canal, its demand for manufactured articles from every shore touched by the waters of the Pacific, gives prophecy of still greater demands.

Are the colleges and schools in the South adequately responding to the demand for such men? Not at all. In my state we are making ten professional men—lawyers, doctors, authors, teachers, statesmen if you will—where we are making one technically trained expert.

What is the immediate prospect for a young lawyer without influence or money? I asked one in Atlanta how much he made. "Well," he said, "you know the big dogs are all in at the meat, and we on the outside only get a small bone which escapes from them occasionally." A young lawyer in Atlanta said to a barrister of wide experience, "I have come to you for advice. I have begun the practice of law in your city, but my means are limited. I have \$400.00 in cash for expenses. What would you advise me to do to obtain a vigorous practice?" The barrister replied, "Well, my friend, I advise you to lend the \$400.00 to a dozen of your intimate friends, and proceed in the courts to collect the same. You will thus be guaranteed a rushing business and a vigorous practice for the next ten years."

That is the only sure-cure prescription for want of occupation among the younger members of the bar I have heard, and I suppose it would be applicable in Richmond as well as in Atlanta.

The young physician has a great advantage over the technical graduate.

In engineering no mistakes must be made. No matter how great the ability, how complicated the calculation, if the bridge does not hold, if the machine does not go, if the mill does not pay a dividend, the merest novice can see that the engineer is incompetent, and he has to fail and sink under a universal verdict. But who can criticise the physician, fresh from a course of medicine and expert as an operator? (And do you know in some states they teach young men to saw off or set a leg in two or three years, while we require four to teach them to perform the same operation on a mahogany table?) The physician can make many errors beyond the knowledge of the layman. He sometimes buries his secrets. Better far, had he been taught to get something out of the ground than to put something in it.

Not one blemish would I place on the fair names and splendid work of those universities and classical schools which are cherished in every state in the Southland, and from whose walls have come men renowned at home and abroad. But I would say to them, turn some of your influence and force towards the supplying of a great demand which we cannot meet. Such a course would not reflect upon your dignity nor tarnish your prestige.

What does far off Germany say, home and birthplace of great universities:

An eminent German scientist, on being asked how he would establish a great university, replied: "If I had sufficient means, I would equip some laboratories; if the money held out, I would erect some buildings; if there was still some money left, I would employ some professors."

The greatest boon which could come to the South to-day would be the establishment of shops and laboratories in every school and college from Pennsylvania to New Mexico. Even then the supply would not begin to approach the demand.

I speak what I know to be facts. Since the first of April I have had at least ten applications for young men who knew something about boilers, or electricity, or mills. And I am not keeping an intelligence office. I have had three applications in one day for draughtsman, at almost any price. I will give you a specimen application, the writer has evidently tried in vain for what he wants. His letter would grace a baccalaureate, and I give it as the best of its species:

"DEAR SIR:—I am looking for a technical graduate to make himself generally useful to me, chiefly in experimental work and patent drawings. I really want to put him into training to become our factory superintendent, but it is probably not best to tell him so at first. Pay will be \$100.00 per month to start, but the specifications are not exacting. I want my man to know a lot of things. He must know how to get along with employes. He must have a natural inborn tendency to order, system and discipline, and he must have that mysterious quality 'accomplishfulness.' The ability to get through with work. The habit of despatch. He must also furnish his own 'push,' his own E. M. F. There are a good many men who are like Josiah Allen's dog. He said the dog was all right to chase cows, if you only ran on a little ahead to encourage him. This is not the kind of a dog or man I want. I *really* want (but do not expect to find him this side of St. Peter) a man who will run on ahead and encourage *me*. I believe in heredity, too, and I want the son of a mechanic. A young fellow who has been brought up in the brass belt of



Connecticut would do. We are going into several new lines. Responsibility will come as fast as the young man can digest it, probably faster. Can you recommend anybody as approximating the specifications?"

That "brass belt of Connecticut" is good. I have long suspected it, but never knew before that brass is to be found in Connecticut in the natural state.

The fact, then, needs no demonstration, that the facilities for turning out engineers, technical experts, etc., are inadequate. The remedy is the establishment of courses in engineering in every college, in every university. Yes, do more than establish the course, advertise it; make it as popular with the undergraduate as the classics. I have known of a college, having three hundred students, giving courses to two students in agriculture and a dozen in engineering. In such cases something is the matter with the engineering and agriculture, or, perhaps, with a false sentiment existing against them, the students are not to blame for such a condition.

This would be a great advance in the higher education mostly needed in this section, and would be accelerated with experience.

But this would benefit the college boy only; it would not have an influence on the great majority of boys who are here now and who will continue to come, an innumerable host, eager to learn, willing to work, provided for in the common schools only, then brought face to face with the fact that few of us here have had to face desperately, namely, self-preservation, or making a living.

It is almost an axiom that the boy who is poor to-day will be the influential factor in affairs of every description twenty-five years in the future. If he has that advantage from his environment without opportunity, how much greater will be his advantage with ample opportunity? There will be more of him, more in him.

There should be established in every congressional district in the South a trade school for the practical instruction of boys from 14 to 18 years of age, in the ordinary trades and the particular arts and industries which flourish in his section. Such schools would be almost, if not quite, self-supporting, from the natural output of products. From such schools would pour a continuous stream of skilled workmen and artisans, in all the arts and trades, who could demand a minimum wage of \$2.50 per day. The fields of light employment offer little or no inducement. Women have come forward as assistants and employes in every branch of business, at

a smaller salary than married men can afford to work for. And the boy of seventeen who cannot go to college or technical school, who has had no training for special work, is forced into the field of unskilled labor, and only the select may obtain employment on the street railways, the police force, and the fire department, at much smaller wages than the skilled workmen can command.

The trade schools should come quickly and must come. It will be an innovation with us. I do not believe there is a school in the South where a white boy can learn bricklaying, or plumbing, furniture making, or practical manufacturing in wood and metal, and clay, on a practical commercial basis. Our technical schools are sending out a few leaders—superintendents, scientists—who are not to form the rank and file of skilled labor. But the colored race is meeting this problem with abundant means, had for the asking. Their industrial schools are making skilled workmen who command good wages, and who are turned from employment by no false sentiment, by no prejudice. These schools are increasing in number and size. When the colored race all become skilled bricklayers, somebody will have to carry the mortar. When they all become plumbers, who are going to be the helpers, the men who carry the tools? When they become scientific farmers, who are going to be the laborers? We Southerners, we Southern whites? No. We have settled that question long ago, and Richmond, Va., is the last place on earth to ask that question and receive a doubtful reply. But, unless we have trade and industrial schools, our boys will have to carry the mortar for somebody, even if they have to emigrate to do it.

But I make no prophecy of ill-omen. Pointing at the spectre does not imply embracing it or acknowledging its supremacy. The Southern people will, I feel sure, meet the issues which are forced upon them. They will provide for their sons in due season. And while some philanthropy fails to find its way here, unless there is something to give color to the question, our state government, our legislatures (and the General Education Board seems to be following the pathway blazed by our own people), bestowing benefits upon the white boy of the South, and at the same time lending a helping hand to the weaker race, will surely prepare means for their own sons for the preservation of the prestige of their inheritance, for the great destiny which beckons them to prepare for future

conflicts in commerce, in science, in skill, and in art, with the greatest nations of the earth.

THE CHAIRMAN:—Dr. Ira Remsen, president of Johns Hopkins University, expected to be here to speak to us this morning, but he has just sent this telegram:

I find it impossible to attend the Conference. Please make my excuses. I wish to be with you to express my good will and my desire to co-operate."

But all the news is not bad. I think that everyone here will agree with me in saying that in not any part of our country can it be found that the newspapers give so much attention, or such intelligent attention, to the cause of universal education as in the Southern states. Go where you will and pick up any kind of a paper, be it a daily paper, weekly paper, religious paper, industrial paper, any sort of paper, and you will not only find intelligent reading matter about the necessity of education, but hearty approval of every effort to educate the people in every way, from the higher education down to the building of public schools. And the editors, as we had abundant evidence yesterday, and shall have another proof this morning, do not restrict their activity to writing in their columns, but they are ever ready to instruct us by word of mouth. It gives me great pleasure, therefore, to introduce to you Mr. Josephus Daniels, editor of the *News and Observer*, of Raleigh, North Carolina.

#### ADDRESS—THE PROGRESS OF SOUTHERN EDUCATION.

By JOSEPHUS DANIELS, Esq., of Raleigh, N. C.

*Mr. President, and Ladies and Gentlemen,* Your program committee, desiring to select the best qualified man to speak on the progress of Southern education, invited ex-Governor and ex-Senator Jarvis, of North Carolina, to make the address at this hour. Important legal engagements prevented his attendance, and only a few days ago I was requested to take his place on the program.

I regret that you are denied the privilege of hearing that grand old commoner, who for forty years has been a leader in the educational, political and industrial progress of the South. As a boy, he volunteered in the Confederate army, returning home with a shattered arm. But with a clear head, a stout heart and a brave

spirit he has been truly an educational Gamaliel in his commonwealth.

I suppose I was selected in his place because, as a boy, living in an adjoining county, I sat at his feet and am supposed to have caught his spirit and imbibed his views.

In his robust old age, he has recently led a fight to establish a graded school and erect commodious buildings for it in his own town, consenting to serve as chairman of the board of trustees. There is the true civic spirit for you—an ex-governor and an ex-senator thinking it not beneath his dignity to serve on a local school board, and take active leadership in local contests for public education.

The educational problem in North Carolina is, in most respects, identical with that in other Southern states. The condition in one Southern state is the condition in all. Therefore I shall confine my remarks to North Carolina. With a few modifications or additions, they will apply equally to every Southern state.

There have been four obstacles to educational progress in North Carolina:

1. The negro, enfranchised against the protest of the people, who were forced against their will to pay a tax to educate him.
2. Poverty—grinding poverty—following war and reconstruction, such as this generation cannot know.
3. The lack of qualified teachers and the lack of inducement to capable men and women to become teachers.
4. High mountain ranges and numerous water-courses in the west, where people live far apart and where compact school districts are impossible, and great pocosons, or swamph, in portions of the east, which present the same barriers to consolidation in many parts of the coast region that the mountain ranges present in the west.

These four obstacles: but the greatest of these has been, is now, and must be, at least in this generation, the negro. He has been the lion in the path, the ever present and often insurmountable obstacle to public education. There are those who assert that many opponents of taxation for public education on other grounds use the expenditure of money for negro education as a pretext, and that if no share of public money went to educating the negro they would still oppose taxes for public education. That may be true with some, but the naked truth is, that much of the money from taxation—I

had almost said the bulk of it—that has gone to negro education, has been given against the judgment of Southern taxpayers. Here, where we are seeking to get at the real facts, so that the best results may follow, there is no need to look at things except just as they are—to paint the picture as it really is—warts, freckles and all.

Is it surprising that the Southern people, in the ashes of a poverty that pride largely concealed from the world, resented the enfranchisement of their slaves? Is it surprising that they cried out against being taxed to educate the children of negroes, newly freed, when the losses of war sent their own children, unused to manual work, into the fields to perform the coarsest labors? When zealous women from the North, with the missionary instinct to uplift the negro, came South and themselves taught the negroes and, in some cases, mingled with them upon terms of social equality, do you wonder that the Southern people felt that these teachers had come South to put the bottom rail on top? And when in some instances, their teaching seemed at first to produce among some of the worst young negroes a vicious attitude, do you wonder at hostility to negro education in the South? When the statement is published upon the authority of leading teachers that the census reports show the negro to be four and a half times more criminal in New England, where the negroes are better educated than in the black belt where illiteracy is greatest; is it a matter of astonishment that men declare to-day that negro education is a failure?

The marvel of it all is, not that many Southern people cried out against paying taxes to educate negroes, believing that it did them no good, but that notwithstanding their utter disbelief in its good results or their skepticism of its value, they have gone on, year after year, spending more and more money to educate the negro children. Do you say, "They deserve no credit, they did it because the new constitutions required that there should be no discrimination"? That is largely true, but it must never be forgotten that all over the South, before 1860, good women had taught slaves to read and write, so that when emancipation came, there were not a few negroes who had been, in an educational sense, made fit for suffrage.

The Southerners believed then, they believe now, they always will believe, with Henry Ward Beecher, "We should make the negro worthy first before giving him suffrage." Tourgee's hindsight, better than his foresight, caused him to prove that in the contrary

policy pursued, the attempt was to make bricks without straw. There are many Southern people who believe thoroughly in educating the negro, and believe that it helps him and the whole country, and their unselfish efforts in his behalf are beyond all praise. There are thousands and tens of thousands who do not believe in it at all, and who are frank to say that, in their judgment, it does nobody good. There are others who, seeing the examples of negroes who have been helped by education, and being surrounded by negroes whose smattering of education has done them harm, are halting between two opinions. There are others—and in this class I believe most of the thoughtful people of the South are to be found—who feel that, whatever may be the result, they dare not shut the door of hope and opportunity which education may open to any people anywhere—the negro in the South, the Indian in the West, the Filipino in Manila. They do not expect of education that it will change the negro rapidly. They know to the contrary. They hope, they believe, they trust, that eventually it will prove beneficial, because they have faith that light and knowledge will surely bless wherever they abound. (Applause.)

The eloquent Southern Methodist bishop, George F. Pierce, regarded by Toombs as the most eloquent of Georgians, was once asked if he believed that the heathen would be saved if the Christians refused to send the Gospel to them. "It is not a question to you, my friend," replied the bishop, "whether the heathen will be saved if you do not help to send them the Gospel. That is God's business. He commands you to send the Gospel. The question for you to consider is: 'Will you be saved if you disobey God's command to send it?'"

With this last class the question is not: "Can I demonstrate by statistics, by mathematics, by investigation, to my perfect satisfaction, whether negro education is worth what it costs?" The question is: "Would I dare to say to any human being, 'You shall not have the chance which education may give of improving your mental, moral and physical welfare?'"

Since 1870, according to Hon. W. T. Harris, United States Commissioner of Education (Report of U. S. Com. of Ed., 1889-1900, volume II, page 2501), the South has spent \$109,000,000 for negro education. North Carolina alone has spent \$5,380,770.74. Now if this money had been spent by people who sincerely believed

it was being well invested, these figures would not seem so large, but when it is remembered that the majority of the men who paid this money either disbelieved entirely in the education of the negro, were skeptical as to its value, or favored it as Bishop Pierce said men must consider foreign missions, and when it is remembered that such men have spent out of their poverty, produced by a disastrous war, more than \$100,000,000 in thirty years, I say that it is, all things considered, the most remarkable and astounding investment of money that any people ever made.

The second obstacle to educational progress in the South has been poverty.

For almost a century most of the savings of the Southern people, most of the South's surplus of wealth, had been invested in slaves. In 1860 the reported value of slaves was over two billion dollars. If, without any devastation of war, any loss of earning capacity by the men killed or wounded in battle, or diseased by exposure incident to camp life, this immense sum of money had been taken from the South, it would have been wretchedly poor. Add to the loss of the accumulations and savings of many years, the losses in other property, which the vanquished must always bear in war, the even greater calamity in the death and maiming of its strongest and best bread-winners, and some faint idea of the poverty which the South faced in 1865 may be grasped. This utter, abject poverty, involving the denial of the common necessities, can never be known or appreciated.

Better still, in order to get at the losses sustained by the South as a result of the war, let us suppose that to-morrow in New England and the Middle States every dollar invested in the stock of factories and in banks, and deposited in savings banks and trust companies, was completely swept away. And, in addition to losing all that represented the savings of past generations, the present and future generations should be forced to pay the interest upon bonds issued when the banks and factories were prosperous—if you could suppose such a calamity to those prosperous commonwealths—you would then have some conception of the dire distress and almost hopeless poverty that confronted the South when Lee's soldiers returned from Appomattox. Talk of the heroes of war! Those brave men who wore the gray have added imperishable glory to American valor—they are among the immortals. In song, in story,

in marble, in bronze, they live and will forever live, enshrined in the affections of their countrymen.

But, men and brethren, the race of heroes in the South who bore the heat and burden of the day from the surrender until the black tide of reconstruction receded—those men sleep in unforgotten graves and their deeds of daring have too often been regarded as the rash actions of impulse and reckless men. Some of them belonged to the Ku-Klux Klan in its first days, when that or some like organization was as necessary for law and order as Cromwell's dismissal of the Rump Parliament was essential to England's peace and safety. These men, many of them reared in affluence, living then in self-denying poverty, opened the public schools of the South, gathered together the children, and laid in tears and faith the foundation of the edifice you are laboring to bring to turreted perfection.

Instead of dwelling upon statistics of illiteracy and the like—painful facts that have the highest import and which stimulate to greater efforts—I challenge the whole world to parallel what the South has done for public education out of empty public treasuries and depleted private purses. You say it could have done more? Yes, and it would to-day have been richer if it had mortgaged the future to do more, but it has done more under adverse conditions than any people in all the history of mankind, and its motto is the command of Moses: "Go forward."

All honor to every man, North and South, whatever his political or religious creed, who holds up the hands of the men and women whose work is bringing about that glad day when a good teacher, a good school and a long term will be within the reach of every child south of Mason and Dixon's line. (Applause.)

But the South is still poor. I know that this will be denied by those who take a superficial view or think all the South is as rich as the Carolina truck gardens, the Virginia cities, the Texas oil wells, or the Alabama coal fields. The South is growing richer every day. It is developing its resources, its young men have gone to work in the factory, the mine, the field; on every hand you see evidences of prosperity. The future of the South industrially is assured. Out of the poverty of war, out of the disaster of reconstruction, by twenty years of well-directed industry, it has built large cities and established great industries. But, while it has done



wonders in these short years and laid the foundation for greater prosperity, the South is relatively still poor. The *Southern Educator* says that 1,000,000 people live in log houses in Georgia. In every state there are thousands whose incomes are so small as to make everything beyond the common necessities of life impossible. There are fewer of these every year, thanks to the building of railroads which open new markets and avenues of wealth, and the varied industrial development which is blessing the South. But it will be generations before the South catches up with other sections of the Republic, and recovers from the losses of war and reconstruction. But she will do it. Her sons are strong, robust, industrious, confident, self-reliant, ready and willing to work with head and hand. In the face of all the progress it is making, I know it is not popular to say that the South is poor, but those who are acquainted with the rural conditions know that, while grinding poverty has passed, the bulk of the people have succeeded as yet in making but small accumulations.

The third obstacle has been the lack of trained teachers and the lack of incentive to capable men to become teachers.

Most of the male teachers between 1865 and 1880 were Confederate soldiers, many of them teaching to secure bread. They had gone into the army from schools in which they had but begun their education. With one leg or one arm gone, they were unfit, when the war was over, for the manual labor which their comrades undertook. Equipped with meagre education, but rigid discipline, they taught the children the three "r's," and in the recess delighted them with stories of the war.

I knew such a teacher, big of heart and brave as a lion, who left a leg at Gettysburg, who was one of the most popular teachers in his community. He knew how to maintain discipline, he could teach, and teach thoroughly—up to partial payments—and he could describe a battle with such graphic vividness as to make the hair of his pupils stand on end. For twenty dollars a month, for three months in the year, that noble soldier was the pioneer post-bellum leader in public education in his neighborhood. He would not shine in a teachers' institute, but he taught the rudiments thoroughly and sowed the seed from which this generation is reaping. (Applause.)

The short terms and low salaries have not encouraged men and women to become teachers, but the call to teach has in every year

been heard and heeded by thousands, who have found a compensation that is priceless in the love and gratitude of their students. And so, though the pay has been small, the schools have been manned by teachers worth ten times the salary that they received. Better normal instruction has provided better teachers, the growing prosperity has multiplied graded schools, which have offered better inducements to teachers, and this obstacle of the lack of trained teachers is year by year disappearing.

People who live in compact communities can have little appreciation of the obstacle to adequate public schools to be found in a sparse population. In the mountains and in the low country, the population is widely scattered, and it is where the people live farthest apart the least progress has been made. But even where the environment makes strongest against progress, the people are becoming aroused to the necessity of better schools and longer terms, and are bridging swamps and climbing mountains to give their sons and daughters a better chance in life.

So much for the obstacles. You may think I have dwelt too much upon them and left too little time to give the details of progress. You are already—the world is already—familiar with the statistics of illiteracy, the figures showing appropriations for schools, and the general spirit of enthusiasm and hope that pervades the South. I have dwelt upon the serious obstacles because I have often thought that in some quarters the South has been too harshly judged by men who read nothing but statistics.

I am somewhat skeptical as to some of the figures that are so often paraded. The conditions are better than these seem to indicate. It is not always well to accept statistics as the finality. Carroll D. Wright wasn't so very far wrong when he said, "There are three kinds of liars in the world—just the simple, plain, every-day liars, D——n'd liars, and statisticians."

I am more familiar with North Carolina—its improvement as indicated by official figures and in the changed and improved and improving public sentiment—and will confine myself to the development in that state, which has the distinction of being a leader in this and other progressive educational movements. The story of North Carolina fairly tells the story of progress of all the Southern states. I confine myself, therefore, to that one state.

I can remember (and I am still young enough to be counted

among "the boys") when there was not a single city, town or village or a school district in North Carolina that levied a special tax for public schools, and at that time the general school tax provided a fund that afforded only the most inefficient short-term schools.

The first town that voted a local tax for graded schools was Greensboro in 1874. To-day there are seventy-eight local tax districts that support their public schools by public taxation, quite a number of country districts are doing so, and, within the past year, a large number of towns and school districts have voted a local tax to establish graded schools. The legislature of 1903 passed more special acts for establishing graded schools and erecting public school buildings than ever before in the history of the state.

But these figures in themselves do not adequately convey the real progress. Many school districts have been consolidated—that work is going on every month, wisely and rapidly—and this is all preparatory to an accelerated increase in the number of districts that will, within the next few years, vote a special tax to improve the public schools in village and in rural district, for almost every town of any importance now has its graded school, supported by taxation.

A concrete example in one growing town will illustrate the new and better condition in the whole state. It was my good fortune to grow up in the village in eastern North Carolina that had the best private schools and academies in that section of the state. Twenty-five years ago—I was a very small boy then—in the town of Wilson, there was a flourishing woman's seminary and a prosperous academy for boys and young men. They attracted students from twenty counties, and had famous instructors and splendid wooden buildings. But the public school, open only about two months, during the vacation of the private schools, was taught in an abandoned carriage factory. The teachers were good, but the crowded classes and short terms made the public school largely a failure. Few parents who could pay tuition thought of depending upon them. A magnificent brick building, costing \$50,000, has been erected for a useful and strong denominational college. The people have recently built a \$35,000 brick building for its excellent public graded school for white children. Commodious and well-equipped buildings had previously been erected for the graded schools for the negro children.

The change in most other communities has been even more marked, for in many there were only indifferent and small private

schools, before the establishment of graded schools. In those a transformation greater and more uplifting than any array of figures would indicate has been wrought, for the influence of these schools of democracy has touched every phase of community life to bless it.

The progress in what we call higher education has been most gratifying. In 1875 the doors of the State University—the oldest and one of the foremost institutions of learning in the South, with an illustrious history—were closed. Only one college had a dollar of endowment and that had been seriously impaired by war. In 1875 only about three hundred young men were matriculated in all the colleges. To-day there are not less than twenty-five hundred.

Within the past fifteen years the state has established two great industrial institutions—the A. and M. College for white boys at Raleigh and the A. and M. College for colored boys at Greensboro. The aggregate appropriations and expenditures at both have been three-quarters of a million dollars. At Greensboro the state has established for women the State Normal and Industrial College, the success of which has been almost phenomenal. It represents the expenditure of more than half a million dollars in ten years. The appropriation from the state treasury has been increased from \$12,500 to \$40,000 a year. The state has added largely to the institution for the blind at Raleigh, and erected commodious and modern buildings for a model school for the deaf and dumb children at Morgantown, costing \$200,000. Private benefaction has constructed five new buildings at the University, at a cost of over \$200,000. The appropriations from the state treasury for the University, which reopened in 1876 with a state appropriation of \$7,500 per year, have been increased to \$37,500 per year. Eight normal schools for the training of teachers for the negro schools are maintained by the state at locations convenient and accessible.

The private academies and preparatory schools (North Carolina from its earliest history has always been blessed with a few private schools worthy to rank with the best in England or New England) have multiplied in numbers and attendance, doing a great and needed work, filling the gap between the public schools and the colleges.

The denominational colleges have gone forward steadily and rapidly. The endowment in one alone, Trinity College, coming almost wholly from two men—father and son—has grown to some-

thing like half a million. Wake Forest has increased to a quarter of a million; Davidson to a quarter of a million; Elon, during the past year, received a handsome donation. The endowments in the denominational colleges for women have not been so great, but these colleges have shown a growth that tells mightily the story of the belief in educating women that has been the distinguishing educational characteristic of the state during the past ten years. New colleges for women have been established and have grown to great usefulness in a single year.

Among the most important forward steps that the state has lately taken, I must name three.

1. The legislature has now for four years made an appropriation of \$100,000 a year, out of the general funds, to be applied to the schools in the poorer counties whose revenues are not sufficient to bring their school terms up to the constitutional requirement.

2. It has made appropriations of \$12,500 for free rural libraries in connection with the public schools, which, supplemented by the counties and private subscriptions, will amount to \$37,500.

3. The general assembly, which adjourned last month, recognizing that the pressing need in public education is better schoolhouses, upon the recommendation of the state's able and wise superintendent of schools, one of the first educators in wisdom and in executive ability in America to-day, set aside the sum of \$200,000 and all funds hereafter arising from the sale of thousands of acres of public lands belonging to the state, to be a "Permanent Loan Fund for Building and Improving Public Schoolhouses." The State Board of Education is directed to lend this money at 4 per cent to school districts which have not the money to build schoolhouses, to be repaid in ten annual instalments. This sum will be used to supplement local appropriations and contributions. If it could be doubled and the entire school fund, a large part of which has necessarily been used to build schoolhouses, could be used exclusively to employ teachers, the good result which we confidently expect in ten years, would be accomplished within one year. I believe this is the most important step taken in public education in any Southern state. You cannot secure a full attendance without comfortable schoolhouses. Good schoolhouses must be at the foundation of all permanent progress in public education. The loan fund established by North Carolina has the germ of the best

work possible of early accomplishment that philanthropists and legislators can undertake. (Applause.)

These facts tell in outline the story of the educational progress in North Carolina, as far as it can be told by brick, mortar, statutes and appropriations. These are the visible signs of the revival that has, like a living fire, touched the minds and hearts of the people of the state. But as the spirit is always superior to the material, these facts and figures cannot convey the full story of the wonderful progress that this generation has witnessed. That story will be found in the newer life of intellectual and industrial activity that dominates the South to-day and that will lead it into larger fields in the days that are to come. (Applause.)

North Carolina's contribution to the educational revival is found mainly within the state, for the true Tar-heel is ever mindful of the injunction, "Beginning at Jerusalem." Perhaps we stay there too long and preach too much only to the saints. But North Carolina has furnished educational leaders, not only for its own schools and colleges, but has furnished educational leaders also for the South and elsewhere. Page, of New York; Alderman, of Louisiana; Branson, of Georgia; Pell, of South Carolina; Barringer, of Virginia; Houston, of Texas, all prominently connected with this conference and its work, are natives of North Carolina, while Woodrow Wilson spent his boyhood in Wilmington; and Dabney and Claxton, of Tennessee; D. B. Johnston, of South Carolina; J. D. Eggleston, Jr., of Virginia, and other leaders in this movement, began the work of their early manhood and retained their citizenship in North Carolina long enough to be indoctrinated with proper ideas of educational leadership. Its present governor, Charles B. Aycock, and Georgia's foremost citizen, Hoke Smith, were both born in North Carolina. Among public leaders in the educational progress of to-day, the names of these two North Carolinians "lead all the rest."

To-day, with this backward glance at what has been accomplished in spite of the negro burden, the swamps, and mountains, the sparseness of population, the lack of trained teachers, and poverty, North Carolinians, having come up out of great tribulations, and rejoicing that they have reached *Appi Forum*, thank God and take courage. That good state is happy in that, though the harvest is great, it is ripe for the sickle and the laborers are not few.

Among the causes of congratulation to-day is the fact that at

last the South has the sympathy and the co-operation of the most patriotic and broad-minded men of the Republic—men who are moved by the highest motives and the purest patriotism in their interest in Southern education. (Applause.)

I bring to you, gentlemen of the North, the greetings of the Southern press—and, speaking for the thoughtful men and women of the South, as well as its thousands of children whose welfare you are promoting, I thank you for the noble work you are doing and for your helpful and inspiring sympathy. I beg you not to accept the criticisms of a few newspapers not representative of the true Southern sentiment or the dominant political thought, as voicing in any material degree the opinions of the Southern people. People and press are in accord with the spirit and purposes of this Conference; they wish it God-speed and hold in grateful esteem the men and women who feel that the burden which the South has been bearing alone is the concern of men in every section of the Republic.

The annual coming together of representative educators, business men and leaders of the North and South can have none other than good results. You of the North will learn of us. We of the South will learn of you. All the wisdom does not find a habitation in the North or in the South. You Northern gentlemen are doing the country a great service by teaching your friends and neighbors a saner view of Southern conditions. We do not ask you to change your politics or your convictions. In this connection I wish to thank Mr. Ogden for his timely protest, in the Union League, against joining in an onslaught upon the purified Southern suffrage laws, and his warm commendation of Mr. Cleveland's wise views upon the negro question. In these two actions Mr. Ogden has won the commendation of the whole South, and shown that no mistake was made when he was chosen president of this Conference.

We of the South, also, can learn much by contact with Northern thinkers and workers. We should remember that all the radical and extreme views are not north of Mason and Dixon's line, and we need the contact of thoughtful, broad-minded men and women outside our section, as every other section needs the same thing.

When this class of people from all sections comes together to discuss any great question, and will discuss it with right motives and charity for honest differences of opinion, good and good only will follow for to-day, to-morrow, forever. (Applause.)

PRESIDENT OGDEN :—I have some notices, if the chairman will kindly give me two minutes to myself. When we have a good thing for our instruction or amusement, we have no right to keep it to ourselves, in personal possession, or hide its light under a bushel. Dr. Woodrow Wilson, president of Princeton University, started a little story in New York the other day which I think has not reached here yet, and it so thoroughly applies to what the last speaker has said to us and so thoroughly applies to what we want to do that I want two minutes to tell the story. It happened a long time ago that Dr. Wilson went up into the mountains of North Carolina to have a little recreation in that air full of champagne. Meeting there a mountaineer, the following conversation ensued. The mountaineer said: "Wal, I suppose some of you fellers down in the flat part of the state thet hez been to the great institutions of larning know some things we don't know?" "Yes," said Dr. Wilson, "that is undoubtedly true." "Then, too, we uns up hyar knows lots of things you uns don't know." "Yes," Dr. Wilson said. "that is true, too." And then came the truth that fits us exactly. The mountaineer said: "Wal, then mixin' larns both." (Applause.)

THE CHAIRMAN :—Having had an interesting address from North Carolina, we now move on to Georgia, under the leadership of the Hon. W. B. Merritt, state superintendent of public instruction, who will speak to us of "The Work in Georgia."

#### EDUCATIONAL WORK IN GEORGIA.

By HON. W. B. MERRITT, State Superintendent.

*Mr. Chairman, Ladies and Gentlemen,* I regret very much that Dr. McIver did not have time to finish his report on the work in Georgia. We would like to have the figures he could give you from his report; and we Georgians present, numbering about fifty or sixty, would like to see them and compare our statistics and growth with other states.

Along with the other states of this section of the Union, we have drawbacks in our educational work that are common to all. We need better houses, better trained teachers, and better tax laws for school purposes. I would like, if time permitted, to give you some of the details of the efforts made along these lines. For several years this work has gone on, and next year we propose to make one of the greatest campaigns for education that Georgia has ever known.



The most serious drawback we have at present is the practical bar to the local school tax under our present constitution. At present it requires two-thirds of the voters registered at the previous election to pass, in a county, a local school tax. A bill has already passed in the Senate and will pass the House in a few months, allowing the people to vote to change our constitution. Before many months have passed it will be easier to secure a local tax in Georgia. Dr. McIver declares this new law requiring two-thirds of the votes cast to be better than the North Carolina law. We have felt for some time that our law is not liberal, adequate, or fair; we have felt that this almost constitutional prohibition has hindered our progress; but our people are resting on their oars, so to speak, this year; when our law will permit it, we can secure a local tax in many counties. There is slowly crystallizing the sentiment we so much need—a strong sentiment for a local tax.

We are doing some work in the way of consolidation of schools and teacher training. I wish I had time to tell you the great work that is being done by our state normal schools. The teachers there are somewhat discouraged at the great numbers of applicants and the small room in which we have to take care of them. I think that the meager support that the state has been giving these institutions is probably intended to give some lessons to these teachers in the virtues of self-sacrifice and endurance, and it may be a blessing in disguise.

We have been doing some work in consolidation. I think we ought to proceed carefully in that, and, as Superintendent Stetson, of Maine, says, "Let's let the patrons feel they are doing the work." We want to get him down in Georgia, we want to adopt him for a season. To draw a figure from his own maple tree, we want to "tap" him for educational enthusiasm.

I want to report to you one instance of consolidation that has recently occurred that I wish I might hold up to every community in the Southern states. We have in Carroll County a young man who, a few years ago, was at the University of Georgia. Last year he had an opportunity to attend the Conference at Athens, and there he got the inspiration of a teacher's work, there he got the idea of consolidation, and he went away from that Conference determined to do something for his own people in the schoolroom. He has combined three schools; he has bought a modern school

wagon to transport the children. One thing that struck me is the business capacity of this young man; he has rented one hundred and twenty acres of land near the school, with a dwelling-house on it to accommodate the pupils of his consolidated school, because he needed more room; he has sub-rented some of the farm; and by allowing his driver to plow thirty acres with his mules, he will feed his mules and pay rent for them, clear of all expense to his patrons. There is a shining example of carrying business ideas into school work. (Applause.)

You ask me what I feel now is our greatest need, besides these matters I have just mentioned, of local tax, consolidation and good teachers. I should say we want a sentiment that will bring into our schoolrooms people of better business ability, teachers of business capacity. We have had some examples in our state recently of women of means and of high character going out in the country districts and establishing model schools. I wish we could have a model school in every county in Georgia. (Applause.) We want young men and young women who will devote themselves to this work. At several large religious conventions I have heard the discussions as to the lack of young men who were offering themselves for the ministry; and while they talked upon that, I felt that we wanted young men of talent and ability to enter educational work. (Applause.) I am so glad that this young man to whom I referred was at the Conference last year; he will benefit that county, he will benefit the whole state by the inspiration he received at the Athens Conference. (Applause.) I trust there are here to-day other young men and women—they may not be yet out of school or college—who have their minds turned to educational work. I was rejoiced beyond expression to hear that beautiful tribute paid by Dr. McKelway to our noble Southern hero of past days. In connection with those beautiful traits of character which he mentioned, it is timely and inspiring to recall the fact that instead of going into other lines of work, even refusing a salary of \$20,000 a year as president of an insurance company, General Robert E. Lee chose the poorly paid and laborious work of an instructor of the youth of the impoverished South. (Applause.)

I am glad that this Conference is reaching out and inspiring young men of talent with the idea that educational work is one of the greatest fields they can enter.

I would like to call your attention to an article recently published in regard to the schools of Georgia, in the April number of the *Review of Reviews*, written by Dr. Cloyd. That article will be a great campaign document for us next year. He has gone down there and shown us things that we did not know. He has shown us things that will help us. I am glad he has written that article. Our teachers all over the state are reading it. It will help us secure local tax for schools. His criticisms will stimulate our teachers. I would like to tell you what a wonderful inspiration it has been for him to be with us, and for Dr. Buttrick to be with us.

I sent out to every school in Georgia test questions. I am trying to find out something about the teaching. The teachers in Georgia do not know when test questions, or a school critic, or a kodak is coming along. This turning on of the light will help us greatly. The educational influences are being felt like the influence of this balmy springtime. The people are awakening. I am glad the newspapers are responding. Some people and papers may take the other side of the question and oppose progress in education. Away down in one corner of a county in Georgia a candidate for sheriff met a citizen of the county who didn't take much interest in politics usually. The candidate said: "I want you to vote for me; all the people in this district will vote for me; John Brown, your neighbor, will vote for me." The citizen replied: "If John Brown is going to vote for you, I'm agin you." Now there are some papers of that kind; they are "agin" anything that the other papers favor.

I am glad of the interest it is awakening. Dr. Hall tells us most truly, that our people really do not know how much value there is in a boy.

I am glad that this Conference comes to the South. If you don't go to Alabama next year, we will be glad for you to come to Georgia.

The people of Georgia will always be glad to confer and co-operate with you in encouraging the growth of school sentiment and education. The purest patriotism and philanthropy look across state lines for opportunities to uplift humanity. The results of any good work are not entirely local. Many promising and capable young men have gone from Georgia to build up the commercial and other interests of another state whose capitalists and philanthropists have made liberal investments in the commercial and educational enter-

prises of our state. Some years ago one of these generous men, a resident of New York state, made liberal donations to the college in Georgia from which I was graduated. When his generous gifts to several schools in the South were known to the public, one of his friends asked why he did not bestow his wealth on institutions of his own section. His reply, which is written on the frame of his portrait, hanging in the chapel of my Alma Mater, made a deep impression on my mind: "They also are my people,—we are one people."

THE CHAIRMAN:—We regret that Dr. David F. Houston, who was to speak at this time, is unable to attend. Dr. Houston is well known throughout the South for his remarkable work as the president of the Agricultural and Mechanical College of Texas. He has been detained by certain important issues now pending before the legislature of his state. [At the request of the editor, Dr. Houston kindly contributes his paper to this volume, and it is here printed.]

#### THE EDUCATION OF FARMERS.

By D. F. HOUSTON, LL.D., President of the Agricultural and Mechanical College of Texas.

DR. HOUSTON:—The problem of the education of farmers in the South is the problem of the education of two-thirds of our entire population. By occupation approximately 62 per cent of our people are actively engaged in farming, while only 15 per cent are engaged in domestic service, 8 per cent in trade and transportation, less than 13 per cent in manufacturing, and  $2\frac{1}{2}$  per cent in the professions. In the larger sense the problem is the education of 80 per cent of our people, since that proportion lives in rural communities.

To a certain extent, the problem of the education of farmers is merely the problem of education in its general and universal aspects. It is the problem of making adequate provision for imparting information, for furnishing intellectual training and discipline, and for stimulating development and self-control. Towards the solution of the problem in its general aspects, some approach has been made through our private and public secondary schools, and colleges and universities, but at best it is only an approach. In our towns and cities, it is true, something like an approximation to a satisfactory condition has been attained, but in our rural districts our system is still in its infancy. In regard to our public schools

we practice much deception upon ourselves. If we provide a schoolhouse and a teacher, we allow ourselves to think that we have done our duty. The fact that the schoolhouse is dilapidated and unsightly, that the equipment is inadequate, that the teacher knows little and is badly paid for what he does know, that the school closes before the students are well under way,—these things seem to give little concern. Our consciences are appeased.

But, looking the matter squarely in the face, we may well ask ourselves if we are acting in this matter seriously and with real appreciation of its importance. "The most sacred thing in the commonwealth and to the commonwealth," says the author of the "Rebuilding of Old Commonwealths," and the editor of great magazines, Dr. Walter H. Page, "is the child, whether it be your child or the child of the dull-faced mother of the hovel. The child of the dull-faced mother may, for all you know, be the more capable of good citizenship and a useful life, if its intelligence be quickened and trained. . . . The child, whether it has poor parents or rich parents, is the most valuable undeveloped resource of the state." Whether we realize it or not, we live mainly for our children. We work for them, we suffer for them. If necessary, we die for them. We willingly give our last dollar to an able lawyer to protect them from disgrace, or to a skillful physician to save their lives, but we are content to employ any sort of teacher, grudgingly furnishing our meager share of his small salary, to train them how to live and how to work, how to guard themselves against disgrace and disease. No cheaper way under the sun has yet been discovered to educate children than through state or community effort. The aggregate amount spent seems large, but, when we figure it out, it is an amazingly small amount that each taxpayer actually contributes for public education. When we take the aggregate of the income from lands and from taxes, we find that the ten Southern States spend an average of only \$2.56 for every child of school age in the state, or only \$4.30 for every child actually enrolled. Consequently, our schools only run 99.4 days in the year on the average. The equipment is inadequate, salaries are low, and there is little inducement to teachers to improve themselves, or inducements to really able men and women to pursue teaching as a career.

Talk as you will, criticise as you like, invent methods until your ingenuity is exhausted, we shall not solve our educational

problem until we provide through community taxation four or five times as much revenue as is now available. The problem in its larger aspects is a financial problem.

It will not do to say that the South is not able to meet the burden, that it cannot afford it. The State of Missouri spends nearly \$17 a year for each pupil, Indiana \$20, Michigan \$20, Wisconsin \$21, Minnesota nearly \$30, North Dakota nearly \$34, Maryland \$22, California \$35, Colorado \$38, and Texas \$10. But I refuse to discuss expenditure for education as if it were a burden, so much money given up and lost, an unproductive expenditure. As a matter of fact, it is an investment, a productive expenditure, yielding the largest direct and indirect results. We have long held it as an axiom that education is the bulwark of liberty and the prerequisite of republican government. In fact, we have proclaimed this so often that it has become a meaningless and glittering generality. But it is none the less intrinsically an unalterable truth. And no less is it true that education is the only certain guarantee of social development and of individual advancement. Right education, every thoughtful statesman and trained economist agrees, alone furnishes the ultimate solution of labor problems, the hope for social and individual betterment and the increase in the share of each individual in the world's output of wealth. Wages are dependent upon efficiency, and efficiency upon right training. If time permitted, I could cite dozens of cases of individuals whose experience absolutely confirms the truth of this proposition, and I could point you to thousands of men in our state, of great natural, physical, and intellectual strength, whose lives are lives of poverty, because they have never been educated, have never been trained to do any particular thing in a skillful way. They do not know what to turn their energies to, and they would not be prepared to enter upon the tasks if you were to point them out.

Expenditure for education, then, properly considered, is not a burden. There is nothing that we can better afford. In reality it is not a matter of ability to pay, it is a matter of understanding and disposition. In the apt words of the writer to whom I have referred, "the ability to maintain schools is in proportion rather to the appreciation of education than to the amount of wealth. We pay for schools not so much out of our purses as out of our state of mind. Let us see to it, then, that our dispositions are properly educated.

Let us concern ourselves more seriously about the training of our boys and girls, and let us realize clearly that if we are to do justice to our children, we must pay more taxes, and let us grasp the fact that this expenditure is not a burden but an investment." And it is the class particularly that lives in the country districts that must concern itself in this matter. If farmers would have good schools they must vote local taxes. The children of farmers are entitled to as much as those of any other class in the community, but their parents can secure it only by doing what other classes in the state are doing. They must help themselves. The town and the city will take care of their children. They furnish better opportunities to their children than rural districts do to theirs. To give their children what they deserve, farmers are compelled to send them to the city, with the result that their affections are divorced from the country.

But if such a system of schools as I have indicated were provided, only a partial approach to the solution of the problem of educating farmers would have been made. Very few people realize clearly how many characteristics of their aristocratic or mediæval origin and aims our public-school courses of study reveal. Up to a comparatively recent time, education, even in our own country, was regarded as a special privilege of luxury of the rich or leisure class. This was especially the case in the South, whose social, industrial and political structure was essentially aristocratic. The masses of the people were forgotten, and if many had ambitions and aspirations, very few had the means or the opportunities. They accepted the situation and submitted to the condition of semi-paternalism or tutelage. They were content to have their thinking done for them and to be governed by the privileged class. A revolution overturned the social system and led to a rearrangement in the relations of man to man. But much of the social machinery, and especially the educational, was slow to change. It may be asserted that our educational system in the South is reasonably adequate for those who intend to enter the so-called polite professions, or who can afford to pursue a general culture course, relying on inherited wealth or opportunity for position and support. But for the great industrial class, composed of the farmer, the business man, and the mechanic, it is strikingly imperfect and unsatisfactory. If the great mass of our people had the time and means to continue their training through

the college or the university, and then to pursue a special course fitting them to do particular things, the criticism would not hold. But it is obvious that no such course is open at present to 99 per cent of our population. There is to-day in the South an army of more than one million boys and girls between the ages of eighteen and twenty, but in all the colleges less than twenty thousand are enrolled. And it is a well-known fact that a comparatively insignificant fraction finishes even the high school. The great body of our people must be trained in our secondary schools, and the great mass of our farmers must be trained in rural districts.

I do not wish to be misunderstood. I would not say one word to the detriment of any class in society. I do not regard one class as better than any other class. Every great class that has made its place in society is essential to its existence, and every individual in each class, who is doing his work well, is entitled to our gratitude and admiration. Nor would I utter one word which would lessen the inclination to provide training for any class in society, or that would lessen in any degree the support for our higher institutions of learning. Each of these, from the university down, is an inherently necessary and vital part of our life. They all furnish an inspiration to our educational life; and I desire to see them develop until the South has the equal of any in the Union and shall be able to furnish in her own borders the highest and best training for her young people. I am in favor of anything that educates. I am an advocate of all educational institutions, public or private, denominational or non-denominational. I am simply advocating more education and, in particular, an education adapted to the needs of the vast majority of our people, the industrial classes. I am simply contending that this great class shall not be neglected and that our secondary schools shall look with jealous concern at its needs and shall introduce subjects having definite and practical bearing on their daily tasks. It will not do to go merely on the assumption that we are to turn out men. We assume that as a matter of course. But when we think clearly we realize that we cannot make men unless we make them efficient in the discharge of the daily tasks of the world.

To be definite, I am contending that further provision be made in our secondary schools, and especially in our rural districts, for the fundamental subjects, especially the sciences underlying agriculture, and that definite, theoretical and practical instruction be given in



them in agriculture and manual training. And I am insisting that as adequate provision be made for the higher technical education of the farmer and of the mechanic as is made for the lawyer or the doctor or the teacher.

But some will ask, Is this practicable? Perhaps there are still some so ignorant as to doubt the possibility of effectively teaching agriculture even in colleges, and absolutely certain that it cannot be taught in the public schools. About the possibility of teaching manual training there is now no longer any question. But, because it is such a common occupation and because of the notion that such training can be received only through actual experience, there is still skepticism in many quarters, and singularly enough more particularly among men of high education along orthodox lines, as to whether anything can be taught in agriculture except on the farm. It must be confessed that the antics of many who have posed as educated men in agriculture justly furnished some ground for such skepticism, and much amusement to the hard-headed, sensible, practical man of affairs. The trouble with these products of the new order was simply that they were not educated either by the college or by experience. They had the misfortune of being the subjects for experiments at the hands of institutions which were in the nature of things experiments themselves.

It is not singular that agricultural colleges in all parts of the country for a long time, and in some parts of the country still fail, to accomplish their mission and to give general satisfaction. About 1862 thoughtful men determined that something should be done for the farming class, and succeeded in establishing through land grants agricultural and mechanical colleges. And what a singular scene of confusion, impossible strivings, and pathetic gropings, in some cases of stagnation, was presented. Nobody knew just what was to be done. Nobody knew where to find men to show the way or what machinery and equipment were essential. The science of agriculture and its correct practice were non-existent. The institutions were filled with crude and immature boys, and nearly everything was taught except agriculture and the mechanic arts. With a sum of money scarcely sufficient to keep the property of the institution from going to rack, with low salaries and consequently inefficient teachers, without laboratory or shop equipment, with little money available for experimental purposes, with tumble-down barns, with

no live stock, no orchards, no truck patches, the name of some of them became a by-word and a hindrance to progress. In some cases the authorities painfully realized the difficulties, struggled to make both ends meet, and were compelled to receive the criticism and displeasure of those who alone were mainly responsible by reason of their failure to provide the revenue.

By slow and painful process, however, these agricultural and mechanical colleges have, with varying degrees of rapidity, forged to the front. In the great Middle West these institutions have attained a high plane of development and are without doubt the most valuable, scientific and practical institutions in the land, contributing immeasurably to the production of wealth and adding to the dignity of industry and to human effort. In those states where the institutions are liberally and properly supported, nobody asks whether agriculture can be taught and whether farmers can be educated. They know it because they see it and have had it themselves.

With adequate provision I know this education can be given in a large way by the agricultural and mechanical colleges of the South through their various agencies, and I am no less sure that it can be given in a reasonably efficient degree in our rural schools. Why should the teaching of the elements of agriculture not be possible in our secondary schools? Agriculture rests upon the most exact sciences, upon physics, chemistry, botany and biology. It is more scientific than ethics, or moral philosophy, than political economy or pedagogy. To teach a country boy something about soil and its mechanical properties, something about how plants grow, with the great laboratory of nature all round, is easier than to teach him Greek; to teach him something about making cold frames and hot-beds, about pruning and grafting, is easier than to teach him Latin; and to teach him something about stock feeding and stock breeding and something about the construction of barns is easier than to teach him physics out of a text-book or astronomy without a telescope. For such things he has a large background of experience. They appeal to him, and if taught to him would tend to hold him in school and diminish his eagerness to get into active life, because he would realize that he was already in active life, in apprenticeship for his later larger duties.

If these things are so, it is high time public opinion was being

molded, that work were being done upon and through trustees, and that demand were being made for teachers competent to give the instruction required. The change must of necessity come slowly, and it must come without tearing down what we have built up. It must be largely by way of addition, through more liberal provisions. By consolidating schools or by employing competent teachers who could visit different schools in rotation daily or weekly, or even monthly, following methods that are successful in Canada or in some of our states, a beginning can certainly be made. The initial difficulty will be experienced in securing a sufficient number of efficiently trained teachers, but the supply of any commodity, including labor, will always adjust itself to the demand, and if you will demand it, and offer the money, you may depend upon it with absolute assurance that men and women will train themselves to teach agriculture. I have no fears upon this point.

But the training of our boys and girls in the rural districts, through the secondary schools, for their lifework is not the whole solution. There will be those who will need, and must of necessity have, such instruction as the agricultural and mechanical colleges furnish; and then there is the large and urgently practical question of enlightening and training those actually engaged in the business of farming. In the solution of this problem we have made a beginning and are clearly on the right road. We have devised and are perfecting a complex but efficient machinery. The agencies are numerous. In the first place there is the press. It would be difficult to overrate the value of the contributions made by our general daily and weekly papers, but beside these the South is unusually fortunate in possessing a considerable number of strong technical agricultural and stock papers. These have done heroic pioneer work and are increasing in power and influence. And in passing I must remark that the railroads of the South have done and are doing a great work for agriculture and other industries, and are spending vastly more time and money than the average citizen dreams of. If time permitted I should like to indicate at some length and note the extent of their contributions, but I must hasten.

Upon the vastly important and efficient work being done by the Federal Government through the trained experts in the Department of Agriculture, I shall not dwell. It has given new dignity to agriculture as a science and as an art and has pointed the way to pros-

perity in many directions and wonderfully increased and stimulated the farmers of the country.

But of special importance are the agricultural and mechanical colleges, supported partly by Federal and partly by state grants. It would not be possible in a few words to present the varied activities of these institutions, the processes by which they train students in agriculture, horticulture, live stock, dairying, and the mechanic arts, or the methods they pursue in disseminating information among farmers. Their work involves a combination of the theoretical and practical, of the lecture system and of investigations in the laboratory, of shop practice and of field experiments. It would be impossible for me to make you realize how their work has been crippled because of inadequate facilities in all departments. For a long time the situation was discouraging to the most hopeful among us; but a brighter day has dawned. Legislatures have become more liberal; more men and better trained men and ampler facilities are being provided, and the day is not far distant when these institutions in the South will rank with those in the great Middle West.

Texas is the first of the Southern States to make a long step forward. Her legislature appropriated for all purposes, for two years, to the Agricultural and Mechanical College, the generous sum of \$375,000. This institution receives in addition from the Federal Government, for the same period, the sum of \$95,000. For the Industrial College for Negroes the legislature likewise made liberal provision, appropriating more than \$60,000. The authorities of these colleges have carefully planned for the expenditure of these amounts. They have raised and enriched the courses of study, making them strictly technological. They have added more courses in agriculture, dairying, mycology, agricultural chemistry, entomology, electrical engineering and textile engineering. They have let the contract for a new commodious model dairy barn, and planned to build and equip a \$25,000 building for textile engineering, have arranged for the addition of more than \$30,000 worth of shop, laboratory and farm equipment, and have undertaken extensive repairs and improvements on buildings and grounds. The college has increased its mailing list from 7,000 to 20,000, and intends to run it up to 40,000 or 50,000 at least, so that it may reach progressive farmers in every community in the state; and it has asserted that what it wants within its walls is a large body of young men of

serious purpose who really desire an education in agriculture or engineering, and nothing else. It has proclaimed emphatically that while the instruction of these young people is a serious and solemn duty, its larger mission at present is to assist and instruct the great mass of actual farmers and mechanics, and it will pursue with increasing vigor experiments designed to help them, will disseminate information through the press, through bulletins, and, best of all, will attempt to bring the latest and best thought and practice in all these lines to the actual farmer through the medium of farmers' institutes.

Through such instrumentalities the rebuilding of our Southern commonwealths is being accomplished. With better support for these agencies, with well-equipped universities, with a more richly endowed and remodeled public-school system, the South will take on new life and contribute vastly more than she has in the past toward the industrial growth and the higher civilization of our common country.

THE CHAIRMAN :—The concluding address of the morning will be delivered by Dr. J. H. Kirkland, chancellor of Vanderbilt University, at Nashville, Tennessee. He will now speak to us on "The Teacher and the State." (Applause.)

#### THE TEACHER AND THE STATE.

By DR. J. H. KIRKLAND, of Nashville, Tennessee.

The attention of this Conference at its successive meetings during past years has been largely fixed on one problem—the need of universal primary education. No one will maintain that this need has been unduly emphasized or immoderately pressed. Every investigation that has been made has helped to establish the fact that a shameful degree of illiteracy prevails in the South among both the white and black races. That this degree of illiteracy is not so bad as it might be, or not so bad as it has been, does not content us. Honesty and candor compel us to admit that the present condition of education, especially so far as regards the white population of the South, is discreditable to us as a people and is without satisfactory excuse. We cannot excuse the deficiencies of 1903 by the history of 1863. (Applause.) Our wilderness has not lasted forty years; in this time we have passed from desolation to plenty and two genera-

tions have grown to manhood. But the true historian will always find in the past an explanation, if not an excuse, for the present, and so it is in this case.

Perhaps the most terrible feature of the great struggle through which the South passed was the depression that followed. Our people were face to face, not only with the ashes of their homes and the graves of their dead, but with the wreck and ruin of the whole social fabric which they had built up. In the desolation of that hour they felt stunned and bewildered. Their faces were set to the past and their hearts refused to be comforted; as the sea bird with broken wing disdains the fields of plenty and stalks the barren shore, with eye ever fixed on the ocean wave that was its home, and from which an unkind fate has driven it. For this attitude the South has been judged severely and harshly, and yet it was entirely natural. The next important fact to be remembered is the extreme impoverishment of the South. This was not a passing discomfort of a few years, but the fixed status of this section for twenty long years. During this period the assessed valuation of property steadily declined from more than five thousand million dollars to less than two thousand million. No wonder we talk about the new South; of the old South nothing was left save its barren hillsides washed and scarred by four years of neglect. Statistics do not help much here. To strangers they tell but little, and we who passed through that period do not need them; our memories need no reminder. We know what it means to enter into association with those heavenly powers whose fellowship, as Goethe tells us, can only be attained by those who have eaten their bread with tears and spent the solitary watches of the night in silent suffering. I would not dwell on these things; they are only alluded to because they are essential in order to understand the problems with which we are concerned to-day.

Since 1880 the recuperation of the South has been rapid and remarkable. Our industrial revival has been so frequently commented on that it is familiar to all. The increase in value of farms, farm products, implements and machinery, live stock, cotton mills, coal mines, iron foundries, railroads, has far surpassed the general average of increase for the country at large and has been a surprise even to ourselves. The South is throwing off the burden of its poverty. Her orchards are loaded with fruit, her gardens with vegetables, her fields are white with a cotton crop worth four hun-

dred million dollars, mines are opened on every hillside, furnace fires lighted in every valley, and the hum of machinery is heard in every village and by every stream. We are sending granite to New England, iron to Pennsylvania, marble to Italy, and "coals to New-castle." But in the midst of this growing prosperity our progress in educational matters remains discreditable. The expenditure per capita of population has increased, but we are actually spending less for each pupil in attendance on public schools than was spent in 1870.

We recognize, therefore, the timeliness of the great movement which the Southern Education Board has organized. We are thankful for every paper that can be written, for every investigation that can be made, for every word of warning, of entreaty, of encouragement that can be uttered. We are grateful for the coming of these friends who meet us in the spirit of a broad patriotism and a noble philanthropy asking the privilege of sharing our burdens and helping to solve our problems. In that union of effort we realize the oneness of the American people. The study of abstract problems promotes differences. The Northern point of view differs materially from the Southern in regard to some points in our life and civilization. Manufacturers of cheap politics parade these differences and accentuate them. An irresponsible journalism arrays one section against another; but when we join forces in the great work of education, and see each other face to face, eye to eye, it then becomes clear that there are no material differences, that we all alike desire and are striving after the same things largely in the same way. Our problems, Mr. President, are yours, our interests are yours; yours, too, are our successes and yours our failures. (Applause.)

"For mankind are one in spirit, and an instinct bears along,  
Round the earth's electric circle, the swift flash of right or wrong;  
Whether conscious or unconscious, yet Humanity's vast frame  
Through its ocean-sundered fibres feels the pulse of joy or shame:  
In the gain or loss of one race all the rest have equal claim."

In trying to realize the purposes of this convention we have discussed in detail the extent of Southern illiteracy, the meagerness of school expenditures, shortness of school terms, the wretchedness of our schoolhouses and general insufficiency of all appliances for school work. Perhaps it is now in order to emphasize for a moment

the supreme importance of the teacher in this work we are planning for the South. In doing so we do not detract from the importance of every other agency alluded to, but before them all and above them all I place as the supreme educational need of the South at this time, competent teachers. All the problems of the school are in the end the problem of the teacher. The schoolhouse is but a body, the teacher is the soul; even books are to most boys and girls dead rubbish until vitalized by the presence of an interpreter. We have had much to say recently of consolidating small schools into large ones, with large buildings and long terms. In a city of one of the oldest countries of the Old World is a school well consolidated, for it has 10,000 pupils; its term is long, for it knows no regular vacation; its pupils are earnest, for many of them live on the crumbs that fall from the table of plenty, but no light breaks for the pupil, or for the world from the Mohammedan University of Cairo. On the other hand, without a building, without endowment, Athens became the schoolmistress of the world. Socrates taught on street corners and his lessons are still being learned; Plato in an olive grove, and Zeno in a public porch; greater than all, Jesus of Nazareth taught by lake or by roadside, in the valley or on the mountain top. In all the ages past, universities have been great by reason of great teachers. Till recently they have had few buildings, and meager equipment outside of libraries, but for seven hundred years they have been the source of life and of light; they have outlived wars and revolutions, they have seen cities crumble, nations die, dynasties pass away, while they have lived on. Discarding their own vernacular, they have spoken in a world language. The birth of our oldest universities, as at Salerno, Naples, Bologna and Paris, was due to the influence of great teachers, who, in some dismal rented hall, or in their own homes, spoke the words that drew the world to hear. And yet even universities are prone to forget these things at the present time. We go on erecting magnificent buildings, and often fail to put in them men of power. Benefactors prefer to erect buildings rather than to pay teachers. And in school work we photograph the log schoolhouse and tear it down for a new and handsome frame or brick building, but we put the same teacher into the new, and leave him to his same pernicious routine of unfruitful labors. This is not sound policy, either from an educational or business standpoint. It would be poor policy in a railroad company



to expend large sums on roadbed, engines and handsome rolling stock, while they leave trains to be run by brakemen instead of trained engineers. It would be poor policy for a city to deepen its harbors, erect light-houses, build great ocean steamers, and leave ignorant pilots to guide them into the breakers and dash the treasures of freight and passengers on the rocks.

There are in this country about half a million teachers employed in public schools. Is it too much to say that a large proportion of them are unfit for this responsible position? If I were afraid to say so, I could easily quote to this effect statements made in every section by leaders in every department of educational work. Go to the office of any state superintendent and read the letters received from his teachers; look over the examination papers on which certificates are granted; go to the county institutes and work with the teachers present, remembering that the best are present, while the most inefficient stay away. It is not necessary to go into details here. It would be easy to wing my words with sarcasm or ridicule, but I forbear. I am speaking of my brothers and sisters, my colleagues in a great calling, and there is occasion for tears rather than laughter. Fifteen months ago at the meeting of the Department of Superintendence of the National Educational Association, Mr. Frank L. Jones, superintendent of education for the state of Indiana, presented these figures based on information secured concerning 20,662 teachers in ten states. These ten states were: Indiana, Kansas, Michigan, Missouri, New York, Ohio, Pennsylvania, Wisconsin, Illinois and Iowa. Of these 20,662 teachers, 2,450 were teaching without previous experience, 4,880 had only a common school education, and 8,600 had not studied beyond the high school. If this state of affairs exists in the states whose system of public schools is held up to us as a model, what would the records of the Southern states show? In my own state of Tennessee out of 9,396 certificates issued in 1900, 7,086 were third grade, and few, if any, of these teachers had had any instruction in school methods. This is a typical instance of Southern conditions. What can be done to remedy this state of affairs? One view often expressed is that this matter will settle itself as soon as longer school terms and better pay are provided. But the president of this Conference, with more statesmanlike grasp, in his annual address one year ago, asked this question: "If millions of money were ready, where are the teachers? Is

there not here a new question for pedagogy to solve?" Our great educational revival will bring us longer terms. About this there can be no doubt. The writing on the wall is plain and cannot be misinterpreted. This change will come more rapidly than some of us have dared to hope, but will we have an improved order of teachers ready to meet the new conditions? This inquiry we can certainly answer in the negative unless we begin now to make preparation. This problem is worthy the most serious thought of this Conference, and calls for more active efforts than have hitherto been put forth. There are two points to be considered here: one is, to improve the supply of teachers we now have; the other, to get ready a new and better trained supply to take their places. The first task can only be accomplished in ways somewhat irregular. There is no process by which the teacher can be born again or be made to begin over again; but by county and state institutes, by reading circles, by correspondence courses, and by summer schools great improvement can be brought about in a condition well-nigh intolerable. The pressure of school officials, county and state, can aid much in this work. But let us not overrate these means of grace. They are only palliative, not radically curative. More permanent results will be secured by the establishment of normal schools and by the improvement of those already existing. Even high schools can give normal courses to prospective teachers, and our colleges and universities should lend their assistance by establishing chairs of pedagogy and providing practical as well as theoretical work along this line. We have not yet begun to take hold of this question seriously in the South. Some things already done must be undone,—some institutions using the name of normal schools, normal colleges and normal universities must be banished from the list of reputable institutions and forced to close their doors or mend their ways,—and all of us must try to do better and reach higher standards than those already attained. (Applause.)

This work belongs primarily to the state, and the state alone is able to carry it out. It is of as great importance to the state as the training of sailors and soldiers, and the licensing of teachers should be as carefully guarded as the licensing of lawyers and doctors. The Greek word for state has given us two words that indicate two spheres of activity—unfortunately, neither of them the highest: one is *police* and the other *politician*. One of these indicates that part of

state activity that belongs to ourselves; the other that part which we apply to our neighbors. But we are not willing to admit that the supreme function of the state is to be found in the struggle to rule, whether of individuals or of parties, nor yet in the restraint of open violence or crime. No doubt the protection of life and property is one of the first duties of organized society, but even this task cannot be successfully performed by the soldier or policeman. Property is lost not through robbery alone; life is endangered in other ways than by violence. Ignorance is the great destroyer of property and of life. A few microbes cause more loss of life in one year than there have been homicides in a century; a half dozen insects will inflict greater financial loss in the coming summer than robbers have occasioned in a generation. Even put on the lowest plane and expressed in the fewest terms, the duties and obligations of the state move out irresistibly into the field of education. No state has ever been truly great whose rule was merely that of the sword. Tamerlane conquered a kingdom greater than Rome's in the time of Trajan, but it passed away as a pebble dropped into the sea. The power that endures is not that of the sword, but of the spirit: the state must build its enduring habitations, not in the slaves over which it rules, but in the lives of its citizens whom it raises to be a race of kings. To do this, attention must be given to the development of a complete educational system. The state cannot rely on outside agencies. The home is the first school, but the state cannot be satisfied with that. The pulpit and the press are educative in their influence, but the state cannot be content with these. Self-interest or associated effort may arouse certain activities and call forth institutions erroneously called private schools, private academies, or private universities. To all of these the state should lend a sympathetic support, for they are all doing the work of the state, but it may not allow the great cause of education to rest here. Beyond all this the state must go, recognizing its obligations to every child, seeing in every life the possibility of a Divine incarnation, and finding in the up-lift of the individual and the social whole, its most glorious privilege and most urgent duty. (Applause.)

This is the work to which the teacher must largely contribute, and for these duties he must be prepared. It is not merely a question of money. The whole profession must be elevated. The teaching profession inherits disabilities. We take our name from the

slave that led the child to school, and often the teacher himself has been a slave. Slowly through the ages he has pulled himself up, and even yet he bears the mark of inferior service and feels the sting of social reproach. Read the multitude of confessions brought together in a late number of the *World's Work* and see if I do not speak the truth. The old "Town Book" gives the following as the duties of the schoolmaster in early New England: "1. To act as court messenger. 2. To serve summonses. 3. To conduct certain ceremonial services of the Church. 4. To lead the Sunday school. 5. To ring the bell for public worship. 6. To dig the graves. 7. To take charge of the school. 8. To perform other occasional duties." A somewhat more graphic description of the diversified labors of the early teacher in rural districts may be found in the following advertisement of a "Parson's Clerk," whose services were rendered in the famous Lake District of England. The undersigned "reforms ladies and gentlemen that he draws teeth witout waiting a moment, blisters on the lowest terms and fysicks at a penny. Sells God-father's cordial, cuts corns, and undertakes to keep anybody's nails by the year or so on. Young lades and gentelmen tort their grammer language in the neatest possible mænner; also great care taken of their morals and spellin. I teeches joggrefy and all them outlandish things." This was the same clerk who was said to have given the following notice to the assembled congregation: "There'll be nae service in this church for m' appon a matter o' fower weeks, as parson's hen is settin in th' pulpit."

In contrast with this, let us take the statement of Plato, who says in regard to the minister of education that "of all the great offices of state, this is the greatest. He should be elected who, of all the citizens, is in every respect the best." To the teacher society entrusts its highest interests. The true teacher is the high priest of humanity; he is to childhood the interpreter of God and nature, he saves each generation from savagery, he gives the child his inheritance in all the achievements of the human race, he voices the wisdom of the past and the prophecies of the future. To this work he should come with a fullness of knowledge, for he bears the riches of God's universe; with skill in method, for he handles not implements of stone and wood, but human minds and hearts; with the life-giving power of a great soul, that vitalizes all it touches and pours

itself out with the largesse of divinity, for only thus can he quicken the soul of man.

Shall we have teachers like these for the South? If so, then will the hopes that inspire this Conference be more than realized.

I believe in the South. Never has the cloud over her been so heavy that I have despaired of her future, and still less do I despair in this hour. I believe in her people—a people that inherits the noblest traditions of the Anglo-Saxon race. I believe in her material prosperity, so fully indicated in a thousand evidences of new enterprise around us. I believe in her spiritual and intellectual life, that this Conference and these friends are doing so much to stir and stimulate. We are but at the beginning of the new era. The light we see is not the full glare of the day, but the purple tints of the dawn foretelling the coming of the golden sun. The Southern people are now worshipping toward the rising sun. We look forward to the time when the stress of poverty shall be relieved, and our land be filled with plenty, when our curse of ignorance shall be removed, when our isolation shall cease and the spirits of our leaders shall be emancipated from enervating traditions, when our statesmen shall resume their places of influence in the halls their fathers built and sanctified, when all internal strife shall be healed by Divine justice and human sympathy; then shall our section take its place by the side of other sections, as brothers walking hand in hand, moving forward to the accomplishment of all great and holy enterprises, and singing to the music of forge and of anvil, of church bell and college chimes, the song once sung by angels over Bethlehem's plain, "Peace on earth, good-will toward men." (Prolonged applause.)

At the conclusion of Dr. Kirkland's address, the Conference adjourned until 3.30 p. m.

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#### AFTERNOON SESSION.

The Conference was called to order at 3.30 p. m.

THE PRESIDENT:—Continuing Dr. Peabody's illustration of last night, as to the number of stations, we have eight; they are all interesting, and our train will have to run on schedule time this afternoon, and because we start a little late we must, therefore, be very prompt in making time.

I have the pleasure of introducing President Venable, of the University of North Carolina, who will open the discussion upon the topic announced in the program, "The Work of the University in the Southern States."

#### THE WORK OF THE UNIVERSITY IN THE SOUTH.

By DR. F. P. VENABLE, President of the University of North Carolina.

DR. VENABLE:—Two weeks ago I received a note from Mr. Murphy, stating that he expected me to speak before this Conference for fifteen minutes upon the "Work of the University in the South." The subject is so large and the time so short that I find it difficult to fit the two together.

The work of a university in its state and for the South is many-sided and most important. It trains the leaders and fits its sons for useful citizenship, it directs in much that makes for progress and development and it forms the keystone of the educational system. The history of many a Southern state would be comparatively barren and inglorious if we cut out the part played by the sons of its university.

But this Conference would care little for a recital of these matters of leadership or the achievements in official and civil life. We are here to consider what is called popular education, by some believed to be distinct from or even opposed to the higher education of the few who are to lead. I cannot do better with my few minutes than maintain and establish this proposition, namely, that university education is an absolutely essential and integral part of popular education, differing only in degree, and that it must come first, there being no possibility of popular education without it.

My reasons for believing this shall be briefly stated. First, many trained teachers are needed if the whole people are to be taught. We may confer here, discuss methods and decide on plans, but after all, the warfare against illiteracy is to be carried on by an army of teachers, officered and trained by those whom the universities and colleges have sent forth.

The fountain from which the stream takes its rise and whence it draws its power of blessing is the university.

But the second reason is even more important. There must be a sentiment in favor of education contended for and fostered by those who have enjoyed its benefits and can appreciate its value.

Here, for instance, is a conference in behalf of the education of the untaught thousands throughout the South. Is it a mass-meeting of these people, the illiterates, demanding their rights? Does it spring from some uttered cry of theirs for more light? Do you come here because of the insistence of the uneducated? My friends, the pity of it is that the ignorant do not feel nor recognize their need. You come here because your hearts are stirred with a pity for those who need your help that has in it something of the spirit of Him who came to bring deliverance to the captive and preach the Gospel to the poor. This is almost entirely a meeting of college-bred men and we have set ourselves the great task of rousing the people to their needs, giving freely of time and talents and money that they, too, may have light. Aye, of forcing them, if needs be, to partake of this light and this broader life.

History has always had it so. The light has always filtered downwards and, in a word, I may say that the great work of the colleges and universities in the South has been and must be the education of the whole people. Therein lies the only hope of complete success. University education means universal education in a democratic country. (Applause.)

Let me illustrate this in part by the story of what has taken place in North Carolina. In their first constitution, those sturdy men who had thrown off the foreign tyranny and won the land, willed that their children should be free from the still greater bondage of ignorance, declaring that one or more universities should be established. Notice the prodigality of their provision for what is now styled higher education, with no word of mention of popular education. But they were wise. The latter would surely follow. The Act of Incorporation of the University reads: "Whereas, in all well-regulated Governments it is the indispensable Duty of every Legislature to consult the Happiness of a rising Generation, and endeavor to fit them for an honorable discharge of the social Duties of Life, by paying the strictest attention to their education: And whereas an University supported by permanent Funds, and well endowed, would have the most direct tendency to answer the above Purpose:" therefore, etc.

One university was established and among its first students it inspired for his work and sent out Archibald Murphy, who began the agitation for popular education and together with Bartlett

Yancey, another son of the University, succeeded in establishing the Literary Fund which should aid and establish the common schools. Then followed Calvin Wiley, another son who gave his life to the work, traveling with horse and buggy to all parts of the state and establishing by his untiring energy the best public school system in the South. Then came the war with its devastation and ruin. One-third of the able-bodied men were lost in those terrible four years, and little beside the desolate fields and empty homes was left. With patient heroism the work was taken up once more. A little money was set aside for schools, but largely wasted. The doors of the University were once more opened, for I tell you, therein lay and lies the hope of the people. In the first five years there came from its halls, among others who have nobly played their part, Aycock, the school governor; Joyner, the state superintendent of schools, and McIver and Alderman, of your board.

For fifteen years the sons of the University have visited all parts of the state and preached the crusade of education. They have held summer schools and county institutes, battled over elections for school taxes, and established graded schools. This is no new movement with us, but an old warfare in which we gladly welcome your aid and would acknowledge without stint of praise the help which has come from the colleges.

The University has trained and sent out more than 1,500 teachers and these have trained thousands of others. It established one of the first summer schools for teachers in the South, beginning this work in 1877 and thus aiding some four thousand teachers to fit themselves better for teaching in the common schools. It has manned the graded schools with superintendents and principals, placing fourteen of its students in this work last year. Forty per cent of its graduates have begun their life-work as teachers. I will not weary you by further recounting these matters. The point is this, that the University has thrown itself heart and soul into the great and immediate work which lay before it, of educating the whole people, answering this call as it did that other battle-cry forty years ago, when even its freshman class, excepting one who was physically disabled, all entered the service and one in three lay down his life for his beloved South. (Applause.)

An heroic story, and doubtless similar stories could be told of



other Southern universities. I have simply told you of the one that I know best.

Some may ask why is it that more has not been accomplished if such energy and purpose have been shown. I answer that the chief obstacle has been poverty. Southern universities have been forced to struggle on with most inadequate support. The one of which I have been speaking received its first direct appropriation from the state when it was ninety-two years old and that an appropriation of \$5,000, and there are others which even now receive nothing from their states but depend largely upon the General Government. The state of North Carolina has never appropriated money to place a building at its University. And yet the return to the state has been beyond all price in the sons she has trained for the state's and the nation's service.

Do not misunderstand me. I do not mention these things as a plea for help. We are no beggars. We are doing our work and doing it better and on a larger scale with each passing year. We are proud of the labor and the sacrifice, the hard years of struggle, and of the thousands and tens of thousands who have been blessed in spite of poverty and because of toil.

As for me it is the great happiness of my life that I have been allowed to take some little part in this great struggle. (Applause.)

THE PRESIDENT :—Professor Edwin Mims, of Trinity College, Durham, N. C., will continue the discussion of this topic.

#### THE UNIVERSITY IN THE SOUTH.

By PROFESSOR EDWIN MIMS, of Trinity College, Durham, N. C.

*Mr. President, and Ladies and Gentlemen,* While I realize that the work of this Conference is directed primarily to the development of rural schools, the subject assigned for this hour necessarily suggests the problems of higher education in the South. Many Southern people, even leaders in educational work, are ignorant of the men and movements connected with the solution of these problems, while Northern men are as ignorant of them as they are of many other phases of Southern life. A fight just as difficult, just as strenuous, as that in which they are engaged, is now being waged by other leaders in behalf of higher standards of admission and graduation and increased endowments and equipments. No one

who has been at the heart of this movement for universal education can fail to be in deepest sympathy with it, but unless the leaders of higher education are just as enthusiastic and wise and patient as the members of the Southern Education Board, they will leave very pressing problems unsolved. The rebuilding of old commonwealths is to go on not only in the rural schools, but in the libraries, laboratories and lecture rooms of Southern colleges and universities. (Applause.)

The organization to which has been entrusted the working out of many of the problems of colleges and secondary schools is the Southern Association of Colleges and Preparatory Schools, organized in Atlanta in 1895. Realizing that the South has suffered from a lack of a properly correlated educational system, the members of this organization have endeavored to define more accurately the work of school, college and university. To that end they have insisted on definite and rigidly enforced requirements for admission and graduation—requirements approximating those that now prevail in the best Northern institutions. This association has had to work in the face of strong opposition on the part of not only colleges of low rank, but colleges and universities that have comparatively large endowments and equipments, but have not developed an educational conscience with regard either to admission or graduation. College presidents, instead of being educational experts, thoroughly familiar with the most recent educational progress, have thought that enthusiasm for the masses might atone for the serious neglect of the more technical, but none the less important, phases of higher education.

That this movement is to-day as successful as it is, is due primarily to the untiring patience and wisdom of Chancellor Kirkland of Vanderbilt University, who for ten years in his own institution and among the other institutions of the South has stood for the highest ideals of educational work. He and others like him have appropriated the best results attained in other sections of the country by similar organizations. We have all been gratified to hear the sincere tributes that have been paid to Thomas Jefferson as an educational leader; what he has done for American institutions by his adoption of the elective system and freedom of religious worship, has been adequately appreciated. Southern institutions, with the same open-mindedness, need to reap the benefits of work done within

the past twenty-five years by Presidents Eliot and Hadley, Butler and Harper. The followers of Jefferson, in both education and politics, often fail to profit by what was after all his chief virtue, his progressiveness and cosmopolitanism. He went everywhere—to France, England, New England—for ideas and institutions.

Public sentiment is growing in the South in the direction of an insistence on the demands made of a modern well-equipped college. Men are beginning to see that endowments and libraries and laboratories are absolutely essential for the development of scholarly work, and are endeavoring to thwart those institutions of learning that have perpetrated frauds upon the public in the name of education. I have often regretted that Garfield said what he did about Mark Hopkins and the log, for the remark has done valiant service in the South and West for the maintenance of colleges and universities which had no right by the common standards of honesty to exist. The members of the Southern Education Board have turned the light of publicity upon the country schools; men are also turning the light on colleges, and finding that many of them are unworthy of the names they bear. The cry of consolidation of schools has been raised; we need also to work towards the consolidation or abolition of colleges. Let us not in our efforts to secure the adoption of local taxation as a fundamental principle of American democracy forget to urge upon state legislatures the prime necessity of allowing state institutions the best possible chance for the pursuit of scholarly ends, nor in our enthusiasm over the recent remarkable gifts for school purposes fail to appreciate the men, some of them Southerners, who are making possible the endowment of colleges and the proper equipment of libraries and laboratories. There are fewer people in the South than ever before who believe that because North Carolina or Ohio has more colleges than Massachusetts, they are for that reason the more fortunate.

Out of this demand for proper educational standards and facilities is coming a new sense of the dignity and worth of scholarship. When the University of Virginia was organized, Thomas Jefferson induced five English scholars to become members of its faculty because of the lack of scholars in this country. The time has been in the South when there was almost a necessity for Northern men to fill chairs of instruction, but in recent years more and more Southern men of first-rate talent have been preparing themselves

in the best universities of this country and of Europe for the highest grade of work. A few years ago a good many of these brighter men went to Northern institutions, where they might have larger resources with which to work, but now, as endowments and libraries and laboratories are increasing, a constantly increasing number of them are not only content but eager to work in Southern institutions, because they see here an opportunity of doing permanent work in the rejuvenation and reconstruction of Southern life. Their names are not known by many people in this audience, they are not in the public eye, but within the next decade you will see the achievements of this band of scholars who are working in the name of truth for the widening of the horizons of human knowledge.

With the advance of scholarship in the South, and with the scholar's recognition of his place in a democratic order, there have come and will come more and more freedom of thought and freedom of speech. Scholars—an increasing number, let us hope—are bringing to bear upon Southern life the influence of modern ideas and insisting on open-mindedness and cosmopolitanism as the prime virtues of a progressive people. Teachers of literature are bringing young men into a larger world of thought—"an ampler ether, a diviner air"—striving to put them in touch with the best revelations of genius and the artistic record of their race. Teachers of history, with scientific accuracy and yet a vital feeling for the past, are bringing to us the experience of the world as a guide for our future life, and are writing the history of this section, not according to the demands of sentiment, but with the accuracy of truth. Teachers of political and social science are giving due interpretation to the new industrial order now so manifest, and are bringing to the new social problems engendered thereby the best results of the experiences of England and the North. Teachers of science—technical and theoretical—are making us familiar with scientific principles and methods, and are bringing into our thought those truths that have revolutionized modern philosophy. Teachers of Biblical literature, loyal to the essential truth of the old faith, are yet brave enough to accept truth from whatever source it may come and to abide by the truth wherever it may lead. (Applause.)

Such scholars cannot do their work without exciting opposition and prejudice. The question of academic freedom is a live question here, as elsewhere in the country. More largely than many have

realized, freedom of speech has won its place in the best Southern institutions. Professor Trent was attacked severely by some Southern newspapers and public men for his life of William Gilmore Simms and his "Southern Statesmen of the Old Régime," but the University of the South was thoroughly loyal to him, while men in other institutions rallied about him. Professor Houston was attacked for certain opinions on the money question, but he is to-day at the head of a leading institution in Texas, and highly honored throughout the South. The recent forced resignation of Professor Sledd would not have taken place in some Southern institutions with which I am familiar, whose faculties unhesitatingly condemned the action of the Emory College trustees. A book containing the addresses of a dozen of the most prominent presidents and professors of Southern colleges would be a surprise to the academic circles of the North that have not watched closely the development of the most recent phases of Southern life. The *Sewanee Review* (published at the University of the South), that has just completed ten years' successful history, and the *South Atlantic Quarterly* (published at Trinity College), now in its second year, have given notable expressions to the most thoughtful opinions of Southern scholars.

While giving due attention to these unmistakable evidences of increasing freedom and cosmopolitanism, I would not minimize the struggle yet to be made before they shall be generally recognized and established. Unfortunately, many leaders of educational work are flatterers, rather than leaders, of the people, and so stand in the way of genuine progress. I have heard more than one president of prominent Southern institutions make light of men who were independent in their thought and free in their utterance. Tradition, conservatism, bigotry, prejudice, here as elsewhere, must stand in the way of the children of light. The independent in politics, the liberal in religion, will have no easy time. In the South, least of all, should the scholar be dumb, or the institution of learning hide its light under a bushel. The Southern college needs to become a more vital factor in the life of the people; not timid or overcautious, but brave, even as those who love truth and are the friends of progress. You cannot write the history of modern Germany without recording the heroic work of German scholars. The story of the renaissance of New England is but half told when Harvard College is omitted. In the industrial, educational and intellectual progress of the South-

ern states the colleges that will deserve most consideration from the future historian are those that will at the present time become the leaders and the inspirers of the people.

I have just one fear about the notable utterances made by Northern men at this Conference. There is a danger that in all that is being said by them in the way of eulogizing Southern heroes, and adopting Southern points of view on certain questions, we of the South may become confirmed in our provincialism, established in our isolation. This will not happen if we meet the sentiments of these gentlemen with equal frankness, equal candor, and equal magnanimity. If we are all rejoicing that Northern men are seeing some of their mistakes and are learning from us, we must not blind ourselves to the fact that we have much to unlearn from ourselves. We must remember that we have defects, limitations that can only be overcome by the largest possible contact with other men and other civilizations. We are all profoundly stirred by the discriminating and heartfelt eulogies of Jackson, Lee, and Grady by the gifted orator of Brooklyn. Will Southern men speak just as discriminating and heartfelt tributes to Sumner, Webster, and Lincoln, the champion of freedom, the upholder of the national idea, the preserver of the Union? Shall we not put by the side of Mr. Mabie's tribute to Lanier, one equally as felicitous and sincere to Whittier and Lowell? The spirit of nationalism and of brotherhood should work both ways. We have been deeply impressed with the statesman-like and magnanimous utterance of Mr. Cleveland on the negro question, but unless Southern people meet his point of view with equal frankness and equal open-mindedness, unless they shall rise to the responsibility suggested by him, better it had never been delivered. While we hear with deep feeling the words of Dr. Lyman Abbott, giving expression to the changed opinion of many Northern people with regard to suffrage, we must insist that the methods employed in Reconstruction times, however necessary they were for the preservation of Anglo-Saxon civilization, must not be continued at a time when the suffrage of the negro has been put upon an entirely different basis. We need to insist not only that the open door of hope shall not be shut in the face of any man, but that absolute justice shall be done the negro under the changed conditions that now prevail in the Southern states. (Applause.)

If we shall meet all Southern problems and national problems

with the same spirit that has characterized the Annual Conference for Education in the South, if we can bring to them the same national spirit, the same magnanimity, the same open-mindedness, we shall see the coming of a great day in Southern life. No one can have too high a hope of what may be achieved within the next quarter of a century. Freed from the limitations that have so long hampered us, and buoyant with the energy of a new life coursing through our veins, we shall press forward to the destiny that awaits us. If, to the sentiment, the chivalry, and the hospitality that have characterized Southern life, shall be added the intellectual keenness, the spiritual sensitiveness, and the enlarged freedom of the modern world, the time is not far off when scholarship, literature, and art shall flourish among us, and when all things that make for the intellectual and spiritual emancipation of man shall find their fit home here. (Applause.)

THE PRESIDENT:—Continuing in the line of freedom of discussion, I shall ask Dr. Rose, professor in the University of Tennessee, to further discuss the question before us.

#### THE PLACE OF THE UNIVERSITY IN MODERN LIFE.

By DR. WICKLIFFE ROSE, Professor in the University of Tennessee.

DR. ROSE:—*Mr. President, Ladies and Gentlemen,* As it seems to me, any consideration of this subject of the work of the university in the Southern states should presuppose a very frank recognition of the fact that this educational movement in which we are to-day participating is in no degree a local movement, and in no sense an ephemeral phenomenon. Every thoughtful man who has had occasion during the last fifteen years to give attention to the educational movement in modern states, knows quite well that this movement is not peculiar to our section, nor to our country, nor to our continent. There has been in England, in Germany, in France and in all the smaller states of Europe during the last decade an intensity of educational activity which has been unequaled in any other period of their history. The Frenchman who a few months ago said that Germany has demonstrated the national significance of schools, voiced the sentiment of Europe. And Emperor William, when, in 1890, he said to the schoolmasters of Germany, "In your hands lies the future of the empire," voiced the social creed of our modern civilization. In short, I mean to say that this movement in which we

are participating is as broad and deep as our modern civilization. Its meaning is simply this, that in the evolution of life the centre of gravity is being transferred from the physical to the spiritual. We have reached a period in civilization when man is taking his development into his own keeping and is able to give it intelligent direction.

In this larger civilization of ours, in which modern states are participating as units, there is still being worked out on this higher plane the biological principle of the struggle for existence with the survival of the fittest. Wherever you have inequality of intelligence, you have the condition of the master and the slave, the condition of the leader and the led. Leadership in our civilization is the prerogative of that nation which represents the highest intelligence. To my mind, that is the secret of this phenomenon so apparent to all of us, that the school to-day is the centre of universal interest and universal attention.

In seeking this leadership, we are, as nations, striving in this larger civilization for the highest degree of social efficiency. Efficiency, in any great undertaking, has in it two fundamental elements. These elements are energy, or force, and organization, or direction of that force. A simple illustration will make my point clear. Those of you who have ever seen the boy in the gymnasium undertake for the first time to climb the rope with his hands know quite well that his failure is due not to any lack of energy on his part, but to lack of proper direction of that energy.

As I conceive it, the South is not wanting in energy, in native force. The greatest educational need of the South to-day is the organization or direction of that force. These educational campaigns which we have been waging for the past few years have aroused a beautiful enthusiasm; this enthusiasm, however, represents but a reservoir of energy which is awaiting direction into channels of constructive activity in order to accomplish the results we wish. To supply this directive power is the function of the university in the South. (Applause.)

Permit me to continue this from one point of view simply, because I cannot now follow it in its details. Our attention, in all of this Conference, in the daily press, in our educational literature, is centred upon the rural school of the South—and that is well. But permit me to say frankly, after we have gotten our rural school with its local taxation, with its increased attendance, with



its improved building, with its library, with its school garden and with all of its material conveniences, which have occupied so much of our attention here, we have after all but the dead materials of education, and all of these things must wait for their quickening power, upon the personality of the teacher who is to administer them. (Applause.) Education is something more than learning about plants and seeds, something more than learning arithmetic and grammar and geography and history. We are educating children to live. The function of the school is to initiate the child into the larger life of the race. To do this, I take it, the teacher must know something of what that life is. He who would lead children into the larger life must come into the school bringing something of that larger life with him. That is a significant statement in Wilhelm Meister in which Goethe contrasts the characters of Theresa and Natalia. The one has been trained into the systematic habits of the model German housewife, the other has grown up in enviable freedom surrounded by the best which the race has produced in the various phases of its civilization; both are teachers; "Theresa," says our author, "trains her children, Natalia educates hers." It is as impossible for a Theresa really to educate as it is natural and inevitable that a Natalia should educate every child brought into touch with her personality. "The great regenerating power of this world," says Dr. Edward Everett Hale, "is the living human personality." It is not the house, nor the furniture, nor the book, nor the program, nor the school garden, but this touch of personality with personality that quickens the child into the higher life. The strategic point, therefore, in all our educational endeavor is in the equipment of teachers.

By our present system hundreds of boys and girls, fresh from the elementary schools, young in years, with no large experience of life, with only a modicum of that quality we call culture, and with no professional training, are returned as teachers to those same schools from which they have just come; as if the elementary school could lift itself by its own bootstraps! The Germans are wiser. If a youth on completion of the elementary school course aspires to teach in that school, he must spend at least three years in academic work extending his scholarship; then three years more in the seminary, where, in addition to the extension of his scholarship, he receives professional training; then he must have two years of practice before receiving permanent appointment to a position in the elementary

school. This standard applied to our system would mean that the teacher in the elementary school must have completed a good four years high school course and have had at least two years training in a normal school.

Now since the vital factor in the elementary school is the teacher, and since the teacher, to be vital, must come to his work from a higher plane, it is evident that any efficient system of elementary education is conditioned on the maintenance of a system of adequately equipped high schools and normal schools. But these high and normal schools must in like manner draw their life blood from the college and university. The teacher in the German higher school is a university man, a trained specialist as well as a broad scholar. The teacher in a school of given grade should be educated in a school of higher grade; the university alone, by training the independent scholar capable of directing his own advancement, being in position to supply its own instructors. The university stands at the head of the system, supplying inspiration, vitality, directive power to the whole.

The system is an organic unity, and any part of it depends for its vitality upon its articulation with the organic whole. This important truth we are just now in danger of overlooking in our enthusiasm for the improvement of the rural elementary school. The one truth which I am trying to emphasize is that certain failure awaits any scheme of reform that would undertake to build up the elementary rural school as an independent institution. Any permanent advance at this point will come as a phase of the evolution of the system as a whole. Until we frankly recognize that the building of a great university is a part of the program for the maintenance of efficient elementary rural schools, we shall be wasting our energies in a misguided endeavor. (Applause.)

But we have not yet seen the deeper and more vital relations of the university to the elementary schools until we have recognized something of the intimate and inexpressibly subtle relation of the educational problem to every other aspect of social life; till we have seen that real progress in education must go hand in hand with the general evolution of society; that in this evolution education is both cause and effect; and that in so far as the university, by fostering the higher ideals, conserving the deeper historic culture, or developing scientific technique, contributes to leadership in any line of

social service it is contributing to society as a whole and thereby reacting upon every phase of educational endeavor.

When we fully appreciate the relation of the rural school to the whole system of schools, and see the problem of education in its true relation to our social life, and interpret our social endeavors in the light of the larger movements of civilization, we shall see the place and the function of the university in our educational scheme. With this recognition we may hope at some time to have a great university in the South which shall conserve and develop that which is best in Southern civilization, quickening its enthusiasms, defining its ideals, and directing its activities. (Applause.)

THE PRESIDENT:—We are now to hear from Dr. S. C. Mitchell, professor in Richmond College.

#### THE PART OF THE CITIZEN IN AIDING THE CAUSE OF PUBLIC EDUCATION.

By DR. S. C. MITCHELL, of Richmond, Virginia.

*Mr. President, Ladies and Gentlemen,* It is apparent, I am sure, to all, after listening to the helpful discussion of the past two days, that the educational revival for which this Conference stands is a friend to religion and patriotism. It is equally apparent that it is a foe to sectarianism and sectionalism, two things which are often found working in unison. To the unholy alliance of sectarianism and sectionalism this Conference opposes sympathy, or like-mindedness which is the beautiful fruit of education. In such a contest can any one doubt the issue?

I rejoice in the note of sympathy which this gathering intones with such power. In that is its chief strength. We are here to see, eye to eye and face to face; earnest to do good, but, prior to that, resolute to know the truth. The discussions here have shown the sympathy and identification of all sections of the country with the South in the solution of the tremendous educational problem, which the executive secretary of the Southern Education Board, Mr. Murphy, has so aptly put forth in a pamphlet on "The Task of the South," which I wish every man and every woman in the South could read. The part of the citizen in aiding the cause of public education, in my opinion, will be greatly facilitated by his realizing with perfect distinctness the nature and extent of the work to be done.

This Conference has spoken of local taxation—that is a means; of better school buildings—that is a means; of improved methods of teaching—they are means; of the strength of personality in the teacher—that also is a means.

Our aim is not individual, but communal. We are not here, as I understand, seeking primarily the good of the individual, either as regards his own culture or the increase of his wealth. We are not here primarily seeking that which will advantage a particular section; but the professed aim, the fundamental object of this particular Conference, is a patriotic one, a national one. And if it is possible to bring our citizens to realize distinctly the force of that national idea, the moneys that have thus far been spent in this movement and are to be expended, and the efforts of our great corps of high-minded and faithful teachers, will be a thousand-fold more effective.

There was an alarming statement made here to-day,—possibly there is too much truth in it. One gentleman said that the South against its will had given more than one hundred million dollars since 1866 for the education of the negro. I believe that the Southern citizen can contribute most to the success of the cause of public education by putting his heart, his enthusiasm, and his intelligent purpose back of the one hundred millions to make it effective. (Applause.) Let us bestow our love as well as our money upon the school, whether that school be for the white or the black child.

Our Southern problem is not without precedent. It is enough to discourage one, looking at it in certain aspects. But it is not altogether without precedent. What was Stein's object, in 1807, in proposing to organize the educational system of Prussia? It was not primarily the good of the individual; he was seeking, by setting free all the energies of the Prussian youth, to re-create a nation that would be sufficiently strong to regain the prestige it had lost and take its rightful place in the councils of the world. And the same thing was true in the case of Cavour; he was not seeking the individual good, but he was seeking the greatness of a nation; and the very force of the national purpose he held up before Italians strung their nerves with an electric energy they were not accustomed to feel. I believe that the national aspect of the problem which confronts the Southern educator should so thrill and enliven his being that he would carry all before him.

It is such a contribution of spirit that the citizen of the South or North can make to this great cause of popular education. That is something more than money; it is something more than pedagogy; it is something more than training teachers. It is a question of the ultimate ideal of nationality towards which these intellectual and social forces shall be directed.

Is there any harm or impropriety in emphasizing upon this platform and before these Southern people that in thus exalting the nation we are simply reverting to the position we first took? The first word uttered in our national council should also be the final word. When the colonial delegates first met, in 1774, in Philadelphia, awed by the issues that had brought them into each other's presence, they remained for a while silent. Then it was a man born near this place, yonder in Hanover County, who arose and said, in words that ought to be blazoned on every schoolhouse: "The distinctions between Virginians, Pennsylvanians, New Yorkers and New Englanders are no more. I am not a Virginian, but an American." (Applause.)

That sentiment of Patrick Henry ought to be the inspiration of every teacher in every public school. And such is the dominant note, I am glad to say, that is all through the discussions here. I am simply rehearsing what has been told you many and many a time, but when once that point as to the national spirit of the school becomes clear to the mind of every teacher, however humble, there will be a transformation; and there will be an amount of energy set free in his pupils that will accomplish more than a revolution.

We do not wish to imply that in the South the citizen has not taken part in public education. There is a certain college, typical of many another, whose walls were pierced through with shot and shell, and yet there are three hundred youths to-day studying in its halls. In spite of the ills of the war and its ravages, the South did not permit a single college, that had shown reason for its existence, to die. You came back from battle to find these colleges in ashes, but every one of them was rebuilt. (Applause.) And many of you endured the sacrifices that made possible that splendid achievement. Such devotion to education is almost without a parallel.

Now one word and I am done. How shall we get the whole citizenship back of the public school? That is the problem. A number of noble women of this city have made a decisive answer to

that question, so far as we are concerned. I do not say that their work is unique. Doubtless in many other cities the same experiment has been tried with similar results. But the Committee on Program seemed to be unwilling for this occasion to pass without at least emphasizing the fact that a corps of women in Richmond, known as the Richmond Education Association, had studied the problem of how to get the whole citizenship back of the cause of education, and had in a large measure solved it. It is a little secret, but I am tempted to mention it, that the idea was given by a visitor to this city, one in whose presence we have the honor to sit this afternoon. What has it been worth to the city of Richmond, what has it been worth to the state of Virginia—that idea, whispered in the privacy of a parlor into the ear of a friend? A little band was drawn together: it did not seem that there was any great work for them to do, no definite plan presented itself; but they formed an organization sufficiently elastic to live and grow. They called into requisition all the educational talent here. Presently a great paper took up the work, and with marvelous enthusiasm and wisdom pushed it forward. The association fired others with the spirit of service in public education, from the governor down to the humblest school-teacher. The very presence in our city of this notable Conference and the inspiration of all the discussions we have heard here, are but a tribute to the leadership of that noble band of women. In endeavoring to put back of this cause of public education the sympathy and efforts of every patriot in the community, they have done a grateful service. Is it too much to hope that a similar organization shall spring up in the various communities throughout the South. (Applause.)

THE PRESIDENT:—I now have the privilege of calling upon Dr. J. Y. Joyner, superintendent of education of the state of North Carolina, for remarks upon this subject, or any other he may be disposed to discuss. (Applause.)

#### THE BETTER SCHOOLHOUSE.

By the HON. J. Y. JOYNER, State Superintendent of Education for  
North Carolina.

*Mr. President, Ladies and Gentlemen,* I have learned from sad experience that there is no escape from the eagle eye of our splendid chairman. I thought yesterday afternoon that I was born

lucky, because I understood that our chairman called for me and found me missing. My lucky star was shining yesterday, and I am sorry that my unlucky one is shining to-day. And yet I know not how to keep my seat when asked to speak a word in this great cause that lies so near my heart—the education of a little child. I do not wonder that the Master Himself, while on earth, should have chosen, from among all that He found here, the form of a little child to take into His blessed arms and say of him: “Of such is the Kingdom of Heaven.” I do not wonder that the inspired old prophet, in writing of that glorious age when peace shall cover the face of the earth as the waters cover the face of the deep, should have said: “A little child shall lead them.”

I have come from the old state of North Carolina to bring the message of joy to you, my brethren, to-day, that at last, thank God, I believe a little child is leading our people. I have come to ask your sympathy, to ask your help, in following that leadership.

You can measure the civilization of any land, you can measure the civilization in any home, by the place that a little child holds in it.

And yet, after all the splendid talk we have heard here, back of this whole question of the care of a little child, lies a very practical business question, and about that I wish to speak to you very briefly to-day.

Back of this question of the trained teacher lies the practical business question of a workshop for the teacher. Back of this question of the education of the child lies the same practical business question of a place to educate him. In what sort of a place shall it be done? That is a problem that we are wrestling with down in the Old North State to-day.

What sort of a place must it be? You may judge the character of a business by the character of the place in which it is done. You must judge men's estimate of the character of their business by the character of the places in which they do business. What sort of business is this business of education? It has to do with mind and heart and soul, with the moulding of mind, with the shaping of character. It is sensible, it is insensible, and I think sometimes there is something which strikes deeper and lasts longer in that insensible education which comes from environment and association, than in all of your sensible education gathered from the books and learned from lessons.

What, then, should be the character of the place in which such a sacred business is done? Shall it be a home or a hovel, a place of cleanness or uncleanness, a place of ugliness or a place of beauty? Without, shall it be, as is too often the case, bleak, bare and barren, or shall the grass grow green and the birds sing and the flowers bloom and the trees wave their long arms about it, so that Mother Nature, God's great teacher, may whisper to the little ones her messages of peace and love? That is my ideal of what the place where the future citizens of the South shall be trained for citizenship and service should be. It should be a school home as well as a schoolhouse, a home prepared by the people of the community for the children of the community. That is my ideal. (Applause.)

Now for a sad confession. "Confession is good for the soul" sometimes, and there is an encouragement in discouragement sometimes. Down yonder in the Old North State 82 per cent of our population is rural and agricultural; nine out of ten of our children are absolutely dependent upon the public schools for their education. And yet I have to confess to you to-day that of the five thousand schoolhouses prepared for their education in the Old North State, four hundred and eighty-four white and three hundred and forty-five colored are rude log houses to-day; I have to confess to you that of the five thousand and more school districts for white children and two thousand and more school districts for colored children, nearly a thousand are absolutely without schoolhouses for their children.

But I come to declare to you that as rapidly as our people, in their poverty, can change those conditions, they are being changed. During the year ending June 30, 1901, one hundred and eight new homes for our school children were built, and during the year ending June 30, 1902, three hundred and thirty-two new school homes were built for our school children, leaving out Sundays, more than one new schoolhouse a day. And the good work is still going on.

And now a story more significant still. Down there in the rural districts, where men must earn their hard dollars by the sweat of their brow, twenty thousand dollars and more was raised during the past year by private subscription for the erection of school homes for their children. (Applause.)

I do not wish to be understood as boasting, for God knows the important task before me keeps me humble, not boastful, but we have



accomplished three things there that will be helpful to us in providing school homes for our children. In the first place, we have succeeded in securing a provision in our law which allows one-half of the expense of building a schoolhouse to be paid out of a special fund set aside out of the general school fund of the county, so that one-half of the burden of the building shall be borne by the whole county and the other half by the district itself. Further than that, and what I think is more significant and more hopeful, the last legislature established a loan fund of \$200,000, accumulated with the state treasurer from the sales of public lands for many years, and appropriated also the future funds arising from the sale of hundreds of thousands of acres of public lands, to be used in the erection of schoolhouses, to be loaned on ten years' time at 4 per cent interest, to be returned one-tenth each year; so you see we have an endless chain, with \$200,000 available the first year, and \$20,000 available each year, until that day shall come when every child in North Carolina, white and black, shall have a school home of which the child and the community and the world need not be ashamed. (Applause.)

The chairman said yesterday he had a detective after me to find me, and he has found me, and now I am going to take a little longer time than he thought. As is always the case, this plea of childhood for a home has reached at last the mothers of North Carolina, and they have banded themselves together in the Women's Association for the Betterment of Public Schoolhouses, and under their leadership much has been done and much will be done in the betterment of schoolhouses for our children. I wish I had time to speak to you more in detail about their work and commend their splendid example to you. (Applause.)

I thank you for your attention and the chairman for his indulgence. Down in North Carolina and in all these Southern States of ours, the people have heard at last a voice and seen a vision—the voice of

“An infant crying in the night:  
An infant crying for the light:  
And with no language but a cry.”

The vision of a mother in a little hovel which she calls home, with a little one given to her, sending to heaven the prayer of the mother's heart, that it may have a better chance in life than he, its father, or

she, its mother, has had. The day is not far distant, I believe, when every child in these Southern states shall have a chance to make the most of every power that God Almighty has given him. (Applause.)

THE PRESIDENT:—For further information upon the subject before us, let me refer you to the last report of Mr. Joyner to the legislature of North Carolina. If you are interested, send for that report and read every word of it.

We will now have a discussion on "Public Education and the Local Tax," introduced by the Hon. I. W. Hill, state superintendent of education of Alabama.

#### PUBLIC EDUCATION AND THE LOCAL TAX.

By HON. I. W. HILL, State Superintendent of Education for Alabama.

*Mr. President, Ladies and Gentlemen:*—I come with no prepared speech, for I felt that within the historic surroundings I would find here, and in the company of the noble band of earnest men and women who are in this presence, I could talk for ten minutes on public education and the local tax.

Now I shall assume in this discussion that it is a conceded fact that the highest function of all government is the preparation of its citizens for useful lives. I believe that a government should do more than exercise police regulations and establish prisons for criminals. I believe that it should be a constructive agency, and should seek to elevate its citizens. Therefore I shall not argue the right of the state to levy a tax for schools. The history of the states of the American Union all show that this great principle is recognized, but I would bring to your attention, especially to the attention of the representatives of the Southern States, the fact that we who are such earnest advocates of state sovereignty and local self-government are often in opposition to that plan of procedure in reference to education,—a policy that obtains more largely in the region which has been influenced by Hamilton than in the states of the South. In the Northern States, if I understand aright, the proportion of money raised by general taxation is but from 5 to 10 per cent and the amount raised by local taxation is from 90 to 95 per cent. In the Southern States the local tax does not amount to more than 5 to 10 per cent, and the state funds are from 90 to 95 per cent.

In my State of Alabama, a state which, so far as natural

resources are concerned, is without a peer in the American Union, until the constitution of 1901 the principle of local taxation was not recognized at all, and to-day we can levy by a three-fifths vote of the county only a tax of 10 cents on the hundred dollars. The same constitution which gives us that right declares that 30 cents on the hundred dollars, or nearly 50 per cent of the entire revenues of the State of Alabama, shall be set aside for public school purposes.

In Georgia and the other states around us there has often been a difficulty in getting the local tax levied. Governor Candler, in his recent message to the legislature, called attention to this fact, and they are now seeking there an amendment to the constitution in order to make it easier to invoke the principle of local taxation. We shall seek in Alabama in the next four years to get as many counties as possible to levy the tax permitted, and we hope that at the end of four years we can secure an amendment to the constitution giving a far larger recognition to the policy of local taxation; and within districts restricted within natural boundaries, placing a school within two and a half miles of every child.

A few of the counties in Alabama which asked to be reserved from the inhibition against local taxation, reserving the right to levy local taxes for schools, have already acted upon their rights. I am proud to say that my own town, which reserved the right to levy a local tax of 50 cents on the hundred dollars, on the first of March, with practical unanimity, voted a tax of 25 cents, or enough to meet our needs. The town of Helman reserved the right and has also levied a tax.

The schools of the South need three things—maintenance for the purpose of paying teachers' salaries, for the purpose of constructing school buildings and for securing more adequate supervision; they need teachers skilled in the art of teaching, and they need the supervision of expert men.

Mr. President, I would say in conclusion that the South owes to the Southern Education Board a debt of great gratitude. You, sir, will be backed by the enthusiastic men and women of this whole Southland of ours, and, to paraphrase the words of one of Georgia's great statesmen on the Stars and Stripes, I will say in conclusion: "If this Conference will lift the educational banner, Southern breezes will float it, Southern sons will lift it, Southern mothers will work for it, and, as the breezes extend it to the sky, we shall send to

heaven one universal chorus: Flag of Enlightenment, wave ever, that those who come after us may live lives worthy of freedom." (Applause.)

THE PRESIDENT:—The next address we will have is that of the Hon. G. R. Glenn. Those of us who are in this work know Dr. Glenn as former superintendent of public instruction of the state of Georgia, and now as assistant agent of the Peabody Board. I have the pleasure of presenting Dr. Glenn. (Applause.)

#### DISCUSSION OF PREVIOUS TOPIC.

By DR. G. R. GLENN, of Georgia.

Mr. President, as you have put me out of my place, I do not know but that I ought to do what Dr. McKelway did yesterday—steal that gavel of yours for a while.

I have heard so much about Virginia and felt the atmosphere of Virginia so keenly since I have been here that I begin to feel as if I belonged to Virginia. I don't know but that the old colored preacher you had here in Richmond for so long was right after all when he said there were but four kinds of people in the world, Hot-tentots and Huguenots and Abyssinians and Virginians. (Laughter.) You might throw away the other three and say there is only one kind of folks, Virginians. The people of Richmond have made us so comfortable that I can safely voice what is in the minds of all the guests here when I say we would like to be Virginians and are only sorry we are not.

I am very glad there have been so many kindly and gracious things said, socially, privately and publicly here. I believe one of the most wholesome and beautiful things of a conference like this is the heart to heart touch and life to life contact we get here. I am especially glad that the spirit of kindness takes the form of saying kindly things. I am so glad that you people have had so many kindly things to say about our noble chairman; you have given him so much taffy while living that he won't need a particle of epitaphy when he is dead. (Laughter and applause.)

Seriously, my friends, the great question before this body is not only this local tax question; it is not only the ideal teacher view of education; it is not only the schoolhouse problem of education. It involves all of these and more too. The real motive of it all

is to save our children. That is what we are here for. We want to generate a spirit and power that every one of us can take back to the home circle or back to official life, and touch with that kindly and sympathetic spirit every human heart whose life touches our own. I tell you we need to do that kind of thing all over these Southern States of ours. Too many of our children are going down and down. The records of any county in Virginia or North Carolina, I expect, certainly in Georgia, if you investigate them, will show that the people almost of every county are spending more money year by year on the lost boys than they are spending on the boys that are not lost. The question with our people is to bring them to the theory, not only the theory but to the conviction and the practice, that it is better to tax ourselves heavily year by year to save all of our boys and all of our girls, rather than to tax ourselves grievously at the last to punish them when they have gone down and down on their way to hell. (Applause.)

I might give you just one concrete case that would tell the whole story. A ruined, lost boy was brought to the city of Atlanta after he had slipped through the meshes of the social life in which he was born, after he had slipped through the environment of the little school life he had had, after he had gone away from all the wholesome influences of his home, and he went on the downward road until he became not only an outcast from society but he had come to believe that society was his worst enemy, and society began to hunt him down, as it will, and finally, before they caught him, that man had stained his hands with the blood of at least three of his fellow-men. When they caught him, they would not trust him in the miserable, wretched jail of his own county, but they brought him to the stone jail at Atlanta, and he was such a desperate criminal that they allowed no one to see him except the officers. One afternoon I heard that that boy was to be carried down to his county for trial, and I hurried to the train as he was leaving and caught it, and I found him in the front car with irons on his wrists and shackles on his ankles and chained to the seat, and, in addition, there were the sheriff and four men with Winchester rifles. I asked them if I might talk to the boy; they had never allowed me to talk to him while he was in prison, but finally they consented after they knew who I was. I sat down and probed into that lost boy's life, tracing it, as he gave it to me, from the begin-

ning, and before he finished the tears were not only in his own eyes but they were flowing down my cheeks, and I said: "My God! Why could not something be done to save this boy before he got to this point!"

At last there was nothing left between the boy and death except executive clemency. One day, as I stood in the capitol building, an old woman came leaning on the arm of another woman, her eyes sunken and the furrows plowed deeply on her face, and asked if she could see the governor. I told her the governor was busy that morning and could not see her. She said: "I must see the governor; to-morrow my boy is to die; take my name in and ask him to see me." When her name was taken to the governor, he came and took her wrinkled hand in his, but there was nothing he could say. "Madam," he said, "I have respited your boy twice to give him a chance. The law says he must die. God knows I am sorry for you; I would take the woe from your heart if I could, but to-morrow your boy must die." When she saw there was no hope from the governor, she turned away, and as she groped her way out, she said: "Somebody ought to have saved my boy."

That old woman was right. Somebody ought to have saved that boy. As I looked into his eyes that day and saw the unlimited depth of possibilities in his eyes, I said: "Would to God you might have had a chance."

There are children all over this country of ours who are holding up their white hands and their black hands and asking you and me to give them a chance. What is our answer to the cry of the children?

Our country can never take its true place in the onward march of civilization, until we take all of these children by the hand, and bring them up that bright and shining way that leads to the tablelands of unhindered opportunities for all.

In olden times men talked about the "divine right" of kings. To-day we are trying to make men understand the divine right of every child to an unhindered chance to be the best that his inheritance and environment will allow him to be—with the added faith that the schoolhouse can eradicate much of the evil of a bad inheritance and tremendously develop and strengthen the good in an abnormal environment.

But the schoolhouse costs something and our problem is to bring

men to have such faith in childhood that they will be willing to pay the cost. To invest the people's money in the proper nurture of the children is to make sure of a republic for the future. Ignorance is the costliest thing in this world, and is not a remedy for anything. Ignorance is a local curse and must be removed by applying a local remedy. The ignorance of one child in any community is a constant menace to every other child in that community. The neglect of one endangers the safety of all.

Again, the most depressing influence on the value of property in any community is the ignorance of the denizens of that community. That which enhances the value of property most is the intelligence of the masses in the community. A local tax for education, therefore, is the surest means of increasing the market value of all taxable property.

In the Northern and Western States the local tax for schools comes first, *i. e.*, before the state tax. In the Southern States the state tax was first imposed, and it is hard to make the people see the value of local tax. In the North the people have secured from the General Government protection for their "infinite industries" and have taxed themselves locally to educate their industrious infants. The result is, they have had amazing prosperity with enormous increase of property values. In the South we have kicked against both the general tax for our infant industries and the local tax for our industrious infants. The result is we have had a great burden of ignorance on our shoulders and we have taxed ourselves sorely to pay for the black sins of the masses. We are learning at last, thank God, that tax money raised to convict and punish a lost boy is a local tax and grievous to pay, and that we would better tax ourselves locally to save the children than to tax ourselves locally to convict and punish the children after they have gone to the bad.

The hopeful thing in our educational outlook in the South to-day, is the increased willingness of the property-holding class to be taxed by districts or counties for the support of the schools. From the pulpit and the platform and from the judges' chair appeals are made for a local tax that were never heard before in the South. Every Southern governor is to-day preaching a local tax on the hustings, and urging a local tax in messages to the legislature.

And so, Mr. Chairman, some of us begin to see the golden glintings of a brighter dawn for our children. We reverence all that is

good and great in our past. We shall teach our children to look with proud vision upon the bright and brightening names that have added lustre to the fame of our common country; but at the same time we shall teach our boys and girls that on the heights above the shining tablelands of the future, they may win triumph and conquest such as their fathers never won. The prayer of our New England poet we should teach to each child in our American schools, and the prayer should breathe at once the faith and the promise of the future.

And I close with this prayer:

“Build thee more stately mansions, oh, my soul,  
As the swift seasons roll!  
Leave thy low vaulted past.  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine outgrown shell  
By life's unresting sea.”

The Conference then took a recess until eight o'clock p. m.

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### EVENING SESSION.

The Conference was called to order at 8 o'clock p. m.

THE PRESIDENT:—I now have the pleasure of presenting the first speaker of the evening, Mr. R. Fulton Cutting, of New York City, known throughout our whole country as the president of the Citizens' Union of New York. Mr. Cutting will address us upon the subject of the “Responsibility of Government for Public Education.”

#### ADDRESS, THE RESPONSIBILITY OF THE GOVERNMENT FOR PUBLIC EDUCATION.

By R. FULTON CUTTING, of New York.

*Mr. President, Ladies and Gentlemen,* Among the many changes which have occurred in the conception of government during the past fifty years, scarcely any is more marked than the growing sense of the responsibility of the community to all the individuals composing it. That sense of social duty grew very slowly upon the Anglo-Saxon race during the first half of the nineteenth



century; the individualism of Adam Smith and other writers practically kept men apart, separated them economically, and, therefore, progress in the realization of this duty was slow during that period.

If one might select any particular date in modern history from which the tide seemed to flow the other way, it would be that of the great English parliamentary reform of 1832; certainly into the ten years following that date there was crowded more constructive legislation for the benefit of humanity than any other decade the world had ever seen.

I want to call your attention to the intimate connection between this sense of social duty and our democratic institutions. It is entirely true that while this great work of ameliorating the condition of those who most need it, the looking after the physical condition of those most suffering, has been going on, education has been going on with ever-broadening scope, and yet the responsibility of the state for the education of the child rests on an entirely different basis. One cannot claim that the state is responsible to the child for an education, nor is it responsible to the parent for the education of his children; for, if we could imagine the state taking this responsibility and forcing every child's education into one mould, we would have a civilization as colorless as that of ancient Sparta. But the responsibility that the state has, is to see that every individual that goes to make up its body of citizenship shall have the opportunity to become worthy of the privilege. It is the education of the citizens of the future that gives the state the assurance that it will be saved from the menace of anarchy or despotism which is forever consequent upon an illiterate multitude.

Education is in every sense positive, because it creates opportunity, and opportunity creates a sense of responsibility operating through self-respect. I believe it to be true that both theory and experience unite in saying, and democracy attests the statement, that the human race can be trusted with every opportunity it has power to employ.

There is another reason why the state owes it to itself to see that the individuals within its borders have the opportunity to acquire knowledge. The state is a moral organism, it possesses the power of growth. It cannot stand still, it must keep pace with the march of progress. Aristotle said: "The state is founded that men may live; it exists that they may live nobly." This is the ideal of the

United States of America, that men may live nobly. A great French architect interpreted the meaning of the phenomenal church extension in England immediately after the Norman conquest, by declaring it was not due to any deep religious feeling, but to the fact that the church was the source of stability and order and the only educational agency. And so, as the Norman laid stone on stone for the cathedral walls, he was building up not merely an ecclesiastical organization, but a state with enduring foundations. That is what education is to do for the human race. The idea of American civilization, as I understand it, is not merely to keep abreast of the march of the nations, it is to lead them all; it is to demonstrate that popular sovereignty, under what we call democratic institutions, shall prove itself to be better than any other form of government; that humanity and justice and virtue, under the rule of Demos, shall flourish better than under any other form of government. (Applause.) That ideal can only be realized by universal popular education.

Now, as we come to this great subject of the responsibility of the state for the education of its citizens, I shall not attempt for one moment to address you on what the nation can do. Its responsibility admits of divided opinion. But there are certain constitutional obligations which prevent the nation from responding to that obligation as we might like.

You remember that in the "Protagoras" of Plato the sophist is described as relating to Socrates what the origin of the state was. He says that Zeus, looking down on the human race, saw that men came together not for better, but for worse. So he decides that he will send them the great gifts of justice and reverence. Accordingly he calls Hermes and directs him, as his messenger, to bear those gifts to men. The messenger asks: "Shall I give them to a few, or to all?" Zeus replies: "Give them to all. No state is safe unless every man is possessed of those qualities."

The Southern states, or some of them, have lately disfranchised the negro. Face to face with an almost impossibly incongruous situation, a situation which gave rise to all sorts of demoralizing expedients to maintain the supremacy of the white race, they have at last, by constitutional measures, legitimized an existing fact. Men and women of the South—for the women, although silent, have been a potent factor in this matter—it remains for you to justify your

arbitrary measure. Arbitrary it has been, but you can justify it. If this deliverance from the bondage of an impossible situation induces in you an indifference to the future of the colored race, if it makes you less sympathetic, if it dulls your sense of responsibility for its future, alas for the South and alas for the nation! But I am glad to note, in the reports that have come to us from the field of work, that the South has risen to her responsibility; that the growth of the sense of responsibility indicates you are justifying what would be otherwise an utterly unjustifiable situation. In so doing, you are placing at the doors of the men of the North the responsibility for a national duty. We want you to help us to fulfill that responsibility. It is through you that whatever we do must be done. You are the channel through which such generosity, or rather such justice I should call it, should travel, because we cannot forget that it was the ill-considered action of Northern legislators that thrust upon you the solution of this tremendous problem. We want you to come to the North and teach us. We want Virginia to come and plead for the needs of the Carolinas, and the Carolinas to plead for the needs of Georgia and Alabama, and Georgia and Alabama to plead for Mississippi; and the city of New York will plead for every state that once recognized the authority of the stars and bars. (Applause.)

THE PRESIDENT:—Now, ladies and gentlemen, we shall be addressed by Dr. Walter B. Hill, chancellor of the University of Georgia. When the Conference met at Athens last year, the home of his university, he felt that delicacy required that he should not be on our list of speakers. In the progress of time that barrier is removed, and we have him with us this evening to speak upon the serious and interesting topic of "Negro Education at the South." I have the pleasure of introducing to the Conference, Dr. Walter B. Hill, chancellor of the University of Georgia.

#### NEGRO EDUCATION IN THE SOUTH.

By DR. WALTER B. HILL, Chancellor of the University of Georgia.

*Mr. President, Ladies and Gentlemen, Why "in the South"? Why is the problem of negro education a Southern problem? Obviously because the negro is in the South. But why is he here? Why is it that nearly forty years after emancipation, with free right*

of egress, nine-tenths of the negroes are still found in the states in which they were once slaves and not in the states whose initiative made them free? Why is it that these eight millions of people who love to "travel on the cars" have not made the cheap and easy journey across the line? Why has there been no exodus, if there was near by a Canaan with no sea or wilderness between? The answer to this question, according to our local interpretation, is that the negro is in the South by his own choice; because he is better treated here than elsewhere; because his most important right—the right to make a living—is more completely secured. If these things were not true, it seems to us that there would be a Northern educational conference discussing at Philadelphia or Chicago the problem of negro education in the North or West.

*The Confederate Negro.*—Recently a group of Confederate veterans were recounting stories of the war. One of them told of a faithful body-servant who had accompanied him to the field. The negro was captured by the Federal scouts and was given a place as cook for the colonel of a Federal regiment, with salary attached. He ran away from this cosy berth and returned to his master—bringing with him a sack of supplies and a box of the colonel's Havana cigars, on the plea that as he had been working for the colonel and the true owner had received no wages, something was due. Then another veteran in the group told a story. It was of a day of fierce battle, of an officer shot to pieces while leading his regiment in a desperate charge—the word passed back the line—and then a negro darting forward into the very crest of the battle and in the leaden hail of bullets bearing back the body of his wounded master, and afterwards nursing him into life. When these stories had been rehearsed with that fullness of detail which was characteristic of the art of story-telling as practiced by the Southern gentleman of the olden time, one of the group, as if seized by a sudden inspiration, said: "Gentlemen, if I live to get to the Confederate Reunion at New Orleans next month, I am going to propose a monument. It is to be of black marble and" (if I shock you, remember I am quoting the words of another) "to be erected in honor of the 'Confederate nigger.'" (Applause.)

My object in this allusion has been to enable me to say that the duty of the South to negro education, whatever we may find that duty to be, is a duty to the children and grandchildren of the Con-

federate negro; and this phase ought to include not only the faithful body-servant in war, but the old black mammy and the Uncle Remus who were objects of so much affection in every Southern household; and indeed all the negroes in the South who cared for and protected the wives and children of the soldiers at the front and who—strangest anomaly in history—fed by their labor the armies that were fighting against their freedom.

In September last a meeting of the county school superintendents of education in Georgia was held at Athens. It was the first of the series of similar conferences arranged by Dr. Buttrick. A place on the program was given to the subject of negro education, and Superintendent Gwaltney, of Rome, was appointed to lead the discussion. I well remember his opening remark. He said: "I shall begin by assuming that we are all lovers of the negro." As I heard his words, I could not avoid thinking how profoundly true they were, how naturally and cordially the superintendents accepted this definition of their attitude towards the subject; and at the same time I realized how these identical words, if they had fallen from the lips of a stranger, assuming the rôle of missionary, lecturer, or guardian, would have been liable to instant and hostile misinterpretation.

Another remark at the meeting which arrested attention was that of Superintendent Polhill, of Worth County, who, in speaking of the work at Tuskegee, said: "Booker Washington knows more about this matter than all of us put together."

*The Tutelage of Slavery.*—The beginning of the education of the negro was the tutelage of slavery. The South does not deny the abuses of slavery and she rejoices in the great conclusion that property in man is forever overthrown; but she contemplates with some complacency the fact that the tuition of slavery developed the negro in a century and a half from the condition of the savage to a status where, in the judgment of those hostile to slavery, the negro was fitted for the privileges of American citizenship. No free civilized race ever made equal progress in emergence from barbarism in so short a time. The education of slavery was not in books, nor were books needed at the beginning. It was an education and discipline in labor and in practical ethics; in the virtues of order, fidelity, temperance and obedience. Religious instruction was not neglected. There was recently published a letter of a young Methodist min-

ister in South Carolina who afterwards became a bishop of his church. The letter was written about 1840 and throws a side-light on the state of opinion at the time. He referred to the fact that he had recently received an appointment to labor among the negroes and expressed his sense of being honored by it, saying: "I have observed that only those who are well thought of by the bishop and the brethren receive appointments among the negroes." Slavery was the first chapter, the longest, and up to the present time the most fruitful chapter, in the history of negro education.

*Reconstruction Blunders.*—The second chapter began shortly after emancipation and includes the blunders of the reconstruction period. The reaction against the past was natural. Luther said that "the human mind was like a drunken peasant on horseback—if you put him up on one side he will fall off on the other." As the teaching of books had been denied to the negro in slavery, so now it was assumed that the only education needed was to supply this omission, and accordingly an effort was made in schools and colleges to insert into the mind of the negro race, as by a surgical operation, the culture for which the Anglo-Saxon race had been preparing through long centuries of growth. The results appeared to be disappointing to those who looked on the experiment with friendly eyes; and appeared in critical eyes in many instances grotesque. As the education of the negro under slavery had principally been the discipline of work, so now it was assumed that his training in industry would abide with him and that he needed no pedagogy in that direction. The result of this error was to create a body of opinion in the South that education so-called was spoiling the negro as a laborer and not fitting him for anything else. Both the mistakes above mentioned abounded until it was seen that the need of the negro race was not so much a reversal of that education which began under slavery as a system that would supplement and develop it. Time forbids the definition and description of the new thought in education; but it is embodied in Hampton and Tuskegee as concrete examples. They are the pioneers blazing out the path and pointing the way. Their education is both academic and industrial, with the emphasis strongly on the latter, in view of present conditions and needs.

Finally the Southern Educational Conference and the Southern Education Board came into life by the natural and unstudied law

of growth, and their unique mission has been to bring the problem of education at the South, including, of course, the education both of the whites and negroes, into the national consciousness in a rational form.

Nowhere has the wisdom of this movement been better exemplified than in the characteristic thought that while the problem affects the nation, it chiefly concerns and must be chiefly worked out by the people who are at closest range. If those of other sections wonder that we in the South hesitate to apply educational principles that seem truisms elsewhere, they may profitably remember that we are in immediate contact with the painful and depressing elements of the problem which do not meet their vision—vast shiftlessness, vice and crime. Despite all this, we will not be pessimists; we cannot quite be optimists, but we are left the healthy-minded and hopeful resource of being meliorists, with faith in God and in the improvability of all His creatures. (Applause.)

*The Problem Remanded to the South.*—The nation has in fact remanded the solution of the negro problem, including, of course, the problem of education, to the South. There were days when the Southern section of our country was threatened with Force bills and similar legislation. In those days our people feared that they would have cause to say to the Government, in the words of Grattan: "You have sown your laws like dragons' teeth and they have sprung up armed men." Happily, the danger was averted, but while it was threatening there were utterances in the South which might be gathered up from press, pulpit and platform literally by the millions, in which it was said that if the North would only let the South alone, the South would solve the problem in wisdom and in justice. These utterances were sincere and their fulfillment involves not only a plain duty, but also involves the strong point of the South, the point of honor. The attitude of the people of the North at this juncture cannot be reasonably interpreted as a desertion of the negro; it is due, as Mr. Cleveland said, to a growing confidence in the sincerity and good faith of the "respectable white people of the South." There are some to be found who say, or at least imply, that the South cannot afford to do full justice to the negro in the matter of education. They affect to fear that the result of such a policy will be to bring the negro into dangerous competition with the white race. There is no surer way in which a member of that race

can exhibit his unworthiness of the blood in his veins than to entertain an apprehension that the negro can so overcome racial characteristics and the advantage of a start of at least two thousand years as to endanger the supremacy of that race. In contradiction of the apprehension referred to, I would say that the only thing which the South cannot afford in its relation to the negro race, is injustice. (Applause.)

All history teaches that injustice injures and deteriorates the individual or nation that practices it, while on the other hand, it develops patience—the nerve of the soul—tenacity and strength in the man or the people upon whom it is inflicted. There is nothing new in this doctrine. Plato said: “Better is the case of him who suffers injustice than the case of him who does it.” In “The Republic” he rises to this climax: “Injustice makes a man or a society the enemy of all just men and above all of the gods, whose friends are the just alone.” This is a magnificent statement of the existence of a moral order in the world. No member of the white race who shares its instinct of self-preservation should be willing, even on selfish considerations, to see the moral order which rules in the world driven to take the part of the other race. This and this alone would endanger the supremacy of the white race. This will not happen: for the South is ready to bring to this problem not only a spirit of justice, but of tenderness. I do not mean ideal justice, for this would be impossible, all at once, between races that had lately sustained the relation of master and slave, but I mean such approximation to justice as is possible for sincere and good men under the limitations of the case. In claiming an element even of tenderness in the spirit of the South, I am aware that this is not easily understood by those of other sections who have dealt only with “casual servants, querulous, sensitive, and lodged for a day in a sphere they resent”; but there is a tenderness born of old Southern traditions drawn in with the mother’s milk, a feeling which survived the unspeakable indignities of reconstruction, and will outlive the irritations of the present and future. (Applause.)

*What the South Has Done.*—The next proposition to be affirmed is that the South has done much for the education of the negro and will take no backward step in this direction. The high authority of the United States commissioner of education is cited in support of the fact that since 1870 the South has disbursed for



men to have such faith in childhood that they will be willing to pay the cost. To invest the people's money in the proper nurture of the children is to make sure of a republic for the future. Ignorance is the costliest thing in this world, and is not a remedy for anything. Ignorance is a local curse and must be removed by applying a local remedy. The ignorance of one child in any community is a constant menace to every other child in that community. The neglect of one endangers the safety of all.

Again, the most depressing influence on the value of property in any community is the ignorance of the denizens of that community. That which enhances the value of property most is the intelligence of the masses in the community. A local tax for education, therefore, is the surest means of increasing the market value of all taxable property.

In the Northern and Western States the local tax for schools comes first, *i. e.*, before the state tax. In the Southern States the state tax was first imposed, and it is hard to make the people see the value of local tax. In the North the people have secured from the General Government protection for their "infinite industries" and have taxed themselves locally to educate their industrious infants. The result is, they have had amazing prosperity with enormous increase of property values. In the South we have kicked against both the general tax for our infant industries and the local tax for our industrious infants. The result is we have had a great burden of ignorance on our shoulders and we have taxed ourselves sorely to pay for the black sins of the masses. We are learning at last, thank God, that tax money raised to convict and punish a lost boy is a local tax and grievous to pay, and that we would better tax ourselves locally to save the children than to tax ourselves locally to convict and punish the children after they have gone to the bad.

The hopeful thing in our educational outlook in the South to-day, is the increased willingness of the property-holding class to be taxed by districts or counties for the support of the schools. From the pulpit and the platform and from the judges' chair appeals are made for a local tax that were never heard before in the South. Every Southern governor is to-day preaching a local tax on the hustings, and urging a local tax in messages to the legislature.

And so, Mr. Chairman, some of us begin to see the golden glintings of a brighter dawn for our children. We reverence all that is

good and great in our past. We shall teach our children to look with proud vision upon the bright and brightening names that have added lustre to the fame of our common country; but at the same time we shall teach our boys and girls that on the heights above the shining tablelands of the future, they may win triumph and conquest such as their fathers never won. The prayer of our New England poet we should teach to each child in our American schools, and the prayer should breathe at once the faith and the promise of the future.

And I close with this prayer:

“Build thee more stately mansions, oh, my soul,  
As the swift seasons roll!  
Leave thy low vaulted past.  
Let each new temple, nobler than the last,  
Shut thee from heaven with a dome more vast,  
Till thou at length art free,  
Leaving thine outgrown shell  
By life's unresting sea.”

The Conference then took a recess until eight o'clock p. m.

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## EVENING SESSION.

The Conference was called to order at 8 o'clock p. m.

THE PRESIDENT:—I now have the pleasure of presenting the first speaker of the evening, Mr. R. Fulton Cutting, of New York City, known throughout our whole country as the president of the Citizens' Union of New York. Mr. Cutting will address us upon the subject of the “Responsibility of Government for Public Education.”

### ADDRESS, THE RESPONSIBILITY OF THE GOVERNMENT FOR PUBLIC EDUCATION.

By R. FULTON CUTTING, of New York.

*Mr. President, Ladies and Gentlemen,* Among the many changes which have occurred in the conception of government during the past fifty years, scarcely any is more marked than the growing sense of the responsibility of the community to all the individuals composing it. That sense of social duty grew very slowly upon the Anglo-Saxon race during the first half of the nineteenth

century; the individualism of Adam Smith and other writers practically kept men apart, separated them economically, and, therefore, progress in the realization of this duty was slow during that period.

If one might select any particular date in modern history from which the tide seemed to flow the other way, it would be that of the great English parliamentary reform of 1832; certainly into the ten years following that date there was crowded more constructive legislation for the benefit of humanity than any other decade the world had ever seen.

I want to call your attention to the intimate connection between this sense of social duty and our democratic institutions. It is entirely true that while this great work of ameliorating the condition of those who most need it, the looking after the physical condition of those most suffering, has been going on, education has been going on with ever-broadening scope, and yet the responsibility of the state for the education of the child rests on an entirely different basis. One cannot claim that the state is responsible to the child for an education, nor is it responsible to the parent for the education of his children; for, if we could imagine the state taking this responsibility and forcing every child's education into one mould, we would have a civilization as colorless as that of ancient Sparta. But the responsibility that the state has, is to see that every individual that goes to make up its body of citizenship shall have the opportunity to become worthy of the privilege. It is the education of the citizens of the future that gives the state the assurance that it will be saved from the menace of anarchy or despotism which is forever consequent upon an illiterate multitude.

Education is in every sense positive, because it creates opportunity, and opportunity creates a sense of responsibility operating through self-respect. I believe it to be true that both theory and experience unite in saying, and democracy attests the statement, that the human race can be trusted with every opportunity it has power to employ.

There is another reason why the state owes it to itself to see that the individuals within its borders have the opportunity to acquire knowledge. The state is a moral organism, it possesses the power of growth. It cannot stand still, it must keep pace with the march of progress. Aristotle said: "The state is founded that men may live; it exists that they may live nobly." This is the ideal of the

United States of America, that men may live nobly. A great French architect interpreted the meaning of the phenomenal church extension in England immediately after the Norman conquest, by declaring it was not due to any deep religious feeling, but to the fact that the church was the source of stability and order and the only educational agency. And so, as the Norman laid stone on stone for the cathedral walls, he was building up not merely an ecclesiastical organization, but a state with enduring foundations. That is what education is to do for the human race. The idea of American civilization, as I understand it, is not merely to keep abreast of the march of the nations, it is to lead them all; it is to demonstrate that popular sovereignty, under what we call democratic institutions, shall prove itself to be better than any other form of government; that humanity and justice and virtue, under the rule of *Demos*, shall flourish better than under any other form of government. (Applause.) That ideal can only be realized by universal popular education.

Now, as we come to this great subject of the responsibility of the state for the education of its citizens, I shall not attempt for one moment to address you on what the nation can do. Its responsibility admits of divided opinion. But there are certain constitutional obligations which prevent the nation from responding to that obligation as we might like.

You remember that in the "*Protagoras*" of Plato the sophist is described as relating to Socrates what the origin of the state was. He says that Zeus, looking down on the human race, saw that men came together not for better, but for worse. So he decides that he will send them the great gifts of justice and reverence. Accordingly he calls Hermes and directs him, as his messenger, to bear those gifts to men. The messenger asks: "Shall I give them to a few, or to all?" Zeus replies: "Give them to all. No state is safe unless every man is possessed of those qualities."

The Southern states, or some of them, have lately disfranchised the negro. Face to face with an almost impossibly incongruous situation, a situation which gave rise to all sorts of demoralizing expedients to maintain the supremacy of the white race, they have at last, by constitutional measures, legitimized an existing fact. Men and women of the South—for the women, although silent, have been a potent factor in this matter—it remains for you to justify your

Hall that conversion is a phenomenon of adolescence; or to analyze it psychologically in connection with the subliminal consciousness, as Professor William James has recently done in his "Varieties of Religious Experience"; but while the discussion assumed the presence of the Divine element in religious life, it was frankly recognized that nervous excitement played too large a part in negro revivals and its disturbing influence was unanimously deprecated.

In the education of the negro, provision should be made for ethical teaching. The objections both from evangelical and non-religious sources to the introduction of moral training in the public schools are rapidly diminishing in intensity. This topic cannot be developed here; but the reasons why ethical education is specially needed by the negro lie on the surface of the case.

In conclusion, I may say that the three periods in the history of negro education may be expressed in terms of the title of the book which had so great an influence on the slavery issue. "Uncle Tom's Cabin" may not be read by future generations, but it will always be referred to as a great historical document. For that reason I am glad that in its pages only one cruel slaveholder is portrayed and he was not a Southern man. The period of slavery, then, may be described as Uncle Tom in His Owner's Cabin.

In the second period we see Uncle Tom without a Cabin. This period presents the era of reconstruction, when alien adventurers, foisted into power on the shoulders of the black masses, played such fantastic tricks before high heaven in the name of government as the world has never witnessed since the days of Masaniello. During this period the negro was more nearly a slave of selfish and cruel masters than ever before. He was promised forty acres and a mule, but he got neither these things nor any value received; so that the era is not inaptly described as Uncle Tom without a Cabin.

The third era is that which is being ushered in under the wise leadership of Booker Washington, when the negro is becoming a home-maker, bound to the soil, a good citizen. There is no race problem as between the good citizens of the South among the whites and the good citizens of the South among the blacks. The solution then of the negro problem so far as we can see it within that immediate future which may be forecast from the past and the present, and beyond the limits of which it is idle for us to seek to penetrate,

is Uncle Tom in His Own Cabin, or I should prefer to say, in his own Home. (Long applause.)

THE PRESIDENT:—We will now have a report from Mr. Richard Watson Gilder, of New York, on behalf of the committee on resolutions.

RESOLUTIONS OF THE CONFERENCE.

MR. GILDER:—*Mr. President, Ladies and Gentlemen,* When asked to state the hour of my arrival in this city on the present occasion, I wrote my host that I did not know, as I had tried forty years ago as a small boy to reach here, but had not succeeded; I was interrupted somewhere about Gettysburg and made to go home, where I suppose I belonged. I will say that I tried to hold up General Lee's army. Yesterday I came here and shed tears at the splendid reference made to him from this platform by another Northerner,—so it appears that "time has his revenges."

I now wish to make this acknowledgment for the members of this Conference of Education:

"We, the members of the Sixth Conference for Education in the South, coming from many sections and various states, desire to express our keen appreciation of the generous and gracious hospitality of the people, including especially the officers and members of the local committee, the governor, lieutenant-governor and other members of the state government, of the organizations which joined in the invitation, the press of Richmond and the associations, clubs and individuals who have so kindly opened their doors to the delegates and guests.

"We have derived pleasure and inspiration, not only from the interchange of information and opinion on the immediate subjects of the Conference, but also from the spirit of good-will, of enterprise and of patriotism which characterizes this city of so great memories and heroic traditions."

THE PRESIDENT:—"The Kingdom of Heaven suffereth violence and the violent take it by force." I believe I never was the subject of such gentle and beautiful violence as that which surrounded me this evening just before coming here. It was a corps of ladies representing this city, bringing a request—and the only shadow of a request that has come from Richmond since we have been here, except requests to receive gracious hospitality, the only

request of any nature that has reached this body; and I would be a hard-hearted sort of czar of the Conference if I did not yield to that request, especially as it was one so beautiful and so simple and I am sure compliance with it will be so agreeable to this audience. It was simply that I should ask Mr. Mabie to say something (Applause), and Mr. Mabie will say something.

ADDRESS BY MR. MABIE.

MR. HAMILTON WRIGHT MABIE:—*Mr. President, Ladies and Gentlemen*, I suppose, if I were a politician, I should begin by saying that your imperial voice has summoned me out of my delightful silence and that I present myself as a victim. This is the first unkind act, Mr. Chairman, that I have ever received at your hands. And yet, because I have as much right to speak for the South as for the North, if affection and sympathy and interest give a man a claim to represent a section or part of a country, I am glad of the opportunity of saying a word to you to-night without premeditation.

It has not been a good place or a favorable time to prepare one's self for work since we have been here. I appreciate the sentiment of that Virginia gentleman who said the other day that when he died he wanted to die on Virginia soil, because the transition to heaven would be less abrupt. Some of us feel that in the last few days we have seen about us here heavenly embodiments of what we hope to see when we arrive at that happy stage. It has always been said of the North that it was never safe when it brought itself in contact with the South, and I suppose I may recall here that happy misquotation:

"Oh, woman, in our hours of ease,  
Uncertain, coy, and hard to please;  
But seen too oft, familiar with thy face,  
We first endure, then pity, then embrace."

The Southern Education Board, to which I owe my education out of sectionalism into nationalism, was organized several years ago. Every visit to the South since has made me more of an American and less of a Northerner, and my heartfelt joy in this movement has had its cause in the perception of the fact that nothing we can do is half so unifying as the joining of the two sections of the country in the pursuit of the highest enlightenment and the highest interests.

Education is no longer a matter of choice, it has ceased to be such for reasons beautifully and lucidly sketched last night by Dr. Peabody; it has become a necessity for the human mind. Nothing remains as it was; all things are in change and movement. The very earth on which we live is every year changing its form; its shore lines are not to-day what they were ten years ago; and we know from what the astronomers tell us that there is not a star in the sky which is not constantly changing. The institutions under which we live are constantly readjusting themselves to the new needs of modern thought in our modern times. Government, founded on certain great principles, is constantly readjusting itself to new contingencies and fresh problems. The churches to which we belong, while holding to certain ancient facts, constantly change their methods of dealing with conditions. In this great world of change, is it possible that you and I can remain stationary? Is it possible that there is any longer any such thing as a finished education? Is it possible any longer that any man or woman can avoid that one process which enables us to understand these manifold changes? For that is what education is. For practical reasons, living as we do to-day in a world of competition, not, however, in the old struggles of armies, but in the new warfare of peace, this modern world is to lie not in the hands of the physically strong, not in the hands of the purely inventive, not in the hands even of the industrious, but in the hands of those with whose ability, integrity and industry science is allied in intimate fellowship and co-operation. The modern world of business belongs to the educated man, and to the educated man alone. (Applause.)

Only a few years ago we supposed that the higher education was for the professional man alone. To-day it is just as necessary for the business man as for the professional man, and every year trained men and trained women are more and more at the front. There is no tragedy of modern times that appeals to me more by its pathos than the tragedy of the half-trained man and the half-trained woman—the tragedy of the man who says he must have work to do and will do anything, and when you want to know what he can do you find he can do nothing; the tragedy of the girl who is willing to do anything that is honorable for her living, and you ask her what she can do and she can do nothing. This is the tragedy which



we find to-day, and it is a tragedy which the school alone will fully enable our people to escape.

I look for great things from the South with her new force and enthusiasm in her educational problems. It has been pointed out that the danger of the higher education lies in the likelihood that the personality of the man or woman may be lost in the generality of the method. I thank God that the genius of the South has made it a hero-worshipping section, and I pray God that you may always remain a hero-worshipping section. The genius of the South will hold the man and woman superior to all methods and will subordinate education to the liberation of the individuality of the soul. For the end of education is not to make all alike—all members of an academic group, bearing the same stamp, the stamp of what we call culture. The end of all education is to set free that individual power which resides in every human spirit and which is the only individual gift or contribution each man or woman can make to the welfare of society.

So, by reason of the necessity of the modern time in man's relation to the universe, by reason of the necessity of the modern time in man's relation to the open field of competition, education cannot come too soon, it cannot come too generally, it cannot come too high, for the whole people. And I welcome the new interest and enthusiasm of the South, because I believe that with its firm grasp and its inherent love of the personification of great qualities, it will introduce into education a new element in which perhaps the North has been somewhat weak. I believe it will introduce the element of sentiment and of poetry; in other words, it will bring back again that old power of imagination which has so largely escaped from our educational systems.

Education is a great creative force in the world. As I look back on that one race which put its touch on every form of material, which made everything it touched final and beautiful—when I look back at that race I find this significant fact, that its teacher was a poet, and from a poet it learned its religion, and from a poet it got its science and its history, and at a poet's feet it learned the traditions of its race. And I believe that our race will not be free again, in the larger sense which implies liberation of the spirit, until once again there is a poet in the college and in the machine-shop, and the imagination of the world, stimulated by a richer training, does its

work as it does not do it to-day, and men are set free by the freeing of the individual power that is in them. So I welcome every sign of the new growth of the new South, and of the new growth of the North, and of the new growth of the nation, that is to be, that is already in process of being; a great nation, at the end of the period of sectionalism and provincialism. (Applause.)

I have high hopes for the future. I expect no perfection, no sudden solving of problems. But I do look for the better day, the better ideals, the new unity that is to be brought about by devotion to the high ends of enlightenment. And as I close, I recall to your minds the words of one of the greatest idealists of the last century: "As yet lingers the twelfth hour and the darkness, but the time will come when it shall be light, and man shall awaken from his lofty dreams and find his dreams all true and that nothing is gone save his sleep." (Applause.)

THE PRESIDENT:—I now have the pleasure of introducing to the audience Dr. Lyman Abbott, editor of *The Outlook*, who will favor us with some of his "Impressions of the Conference."

#### ADDRESS—IMPRESSIONS OF THE CONFERENCE.

By DR. LYMAN ABBOTT, of New York.

*Mr. President, Ladies and Gentlemen,* The chairman has told you what I am to give you—not impressions, but *my* impressions of the Conference. To have gone about and endeavored to get from different persons different impressions, and then to have woven them together, would have transcended my ability and would have afforded you only a crazy-quilt when the work was done. If, in the remarks that I address to you, I shall seem somewhat egotistical, the fault lies with those who have selected this subject and have told me to tell you how this Conference has impressed me.

The first thing that I am impressed with is the extraordinary hospitality of the city of Richmond. Whether all the South is equally hospitable I have yet to learn. From the first evening when the governor welcomed us here with those gracious words, until to-night, when presently we are to go to the executive mansion and there be hospitably received by him and his wife, every hour would have been one of serious temptation to neglect the more serious business of the Conference, had not our chairman put us on

our guard against the tempters. For myself, I came to Richmond supposing that I was coming among strangers. It is hardly too much for me to say that I am going away under possibly the pleasing allusion that I have more friends in Richmond than in any other city of the United States. (Applause.)

The next thing that impresses me about this Conference is that the American people are an eloquent people. The oratory of every type and kind that has been presented from this stage has been such as to occasion a succession of surprises. Our president, who in that first evening put before us a window so transparent that we forgot its framing in the clear light of truth that shone through it; Professor Dabney, whose wide learning is such as to recall the famous couplet of Goldsmith in the *Deserted Village*—I shall not quote it; for I have not my associate's ability at verbal memory—respecting the small head and the great amount he knew; Dr. McKelway, whom we of the North are proud to recognize as our representative and who put into his tribute to Stonewall Jackson, Robert E. Lee and Mr. Grady all that we felt a great deal better than we could have said it, and whose eloquence recalled to me at least the New Hampshire farmer's criticism of Daniel Webster, "Every word he said weighed a ton"; Mr. Claxton, who took us up into his native state and showed us the schoolhouse with its grounds and its equipment, so simply and so perfectly as to fill me, a native Yankee who had thought that New England was a land of schoolhouses, with a yet unabated envy; Dr. Kirkland, whose graceful oratory was such as to make me believe, if I had studied in his university at his feet, he could have made a scholar even of me; and Dr. Peabody, who, when he told us a story, made us wish that he was always telling us a story, and, when he left his story, made us wish that he was always preaching. (Applause.) Those are a few, and only a few, of the men whose varied eloquence has impressed me, with the simple, sincere and genuine oratory of this occasion.

I have been impressed, too, with the fact that our faces are turned toward the future. Two years ago, when I was present at the meeting of this Conference at Winston-Salem, it was engaged in discussing a problem which now seems to be settled. You are no longer questioning whether the negro should be educated; the thing to be determined now, and the only question now open, is how and in what manner. You are no longer discussing the question

whether the South, out of its poverty, can afford to pay a school tax for the education of all of its children. You have answered the question put two years ago by, if my memory serves me right, Professor Dabney, "Can you afford not to do it?" and you have answered: "No, we cannot afford not to do it." You have answered the question: "Is it possible for the rural South, with its widely scattered population, to maintain an adequate system of education for its children?" by showing how you are gathering the children together in schoolhouses and putting them under the right influences and the right instructors.

I am impressed, too, by the character of the educators into whose hands you of the South are committing this work. One gentleman on this platform told us there were half a million teachers in the United States, and added that as he sometimes went to schoolhouses he was very glad the terms were no longer. It is no doubt true that all teachers do not succeed in their vocation as well as we wish they did, as well as they wish they did. But it is said that 90 per cent of the merchants of the United States fail at one time or another in their lives. I judge, then, that all of the merchants do not succeed as well as they wish they did. The doctors do not cure all the patients they would like to cure; the lawyers do not win all the cases they would like to win; and the ministers have not yet converted all of their congregations.

It has been my privilege to visit some of the schools of the North and to know something of their educational leaders, to visit the schools of Canada and to visit the schools of Great Britain—the so-called public schools, the board schools and the church schools—and to talk with their leaders of education; and one of my impressions is this—that the men who are leading this great educational movement in the South are certainly fully the peers of the leaders of education of the Northern states, Canada, or Great Britain—in short, of the Anglo-Saxon people of the globe. (Applause.)

And I am impressed by another conviction, which is, that the North and the South are one in this matter. I am not one of those who recommend forgetfulness of the past. I do not wish to forget the past. I hope you will not forget the past. It is too solemn, it is too sacred, it is too full of splendid and awful associations for us ever to forget it. We are neither to forget the past nor to live in the past, but, out of that past, to gather strength for a nobler and

more splendid future. (Applause.) We are never to forget what we had not learned until the Civil War—to honor and respect one another, one another's courage, one another's heroism, and one another's loyalty to duty as we severally understood it. And in the mutual confidence and esteem which in my heart I believe that awful war has wrought into North and South alike, we are to go forward and achieve our splendid destiny. We are to be rooted in the past, and are not to break our roots, but our buds and blossoms are in the future, and out of that rooting in the past we may produce a splendid fruitage for the future.

So much for my impressions of this specific Conference. I have some impressions respecting the great movement which this specific Conference indicates and interprets. Let me turn to those.

I believe it has been about fourteen years since two young men, both of whom have been on this platform and I believe are at least in this building to-night, started on an evangelistic campaign in North Carolina, but an educational evangelistic campaign. With brave hearts, with strong courage, with high hopes, and with the audacity that youth possesses and old age ought never to lose, they resolved that their state should hear the message that had been borne in upon their hearts, the message of universal education for all the children of the state. They have to-night received the reward which is always paid to heroic industry and courageous service, not always paid while men live, for God has other reckoning days than those which end with the sunset of this life. We give all honor to these two young men, Dr. Alderman and Dr. McIver, the first prophets, I think, of this great educational movement.

Now, what is it? A revival of education? Yes. An established public school system? Yes. Better schoolhouses, better equipment, better teachers, better universities? All of that. But, if I read the signs of the times aright, far more, immeasurably more than that. It is a revival of all that goes to make life splendid.

It is first of all a revival of industry. I do not know how it is with you here, but in the North I constantly meet with men who seem to think that industrial education has somehow or other a slur or stain upon it, that industrial education is second-rate education. Now we are beginning to learn what has been so well put on this platform, that education is for service, and that that education is highest which best fits a man to render the service he can

best render to the world. It is legitimate for me here to-night to be a plagiarist, legitimate for me to borrow from the speakers who have gone before me all the good ideas I can remember, and I do it freely. We are beginning to learn that education is service, and that there is no one standard for all men in education any more than there is one standard for all men in service. Our education in the past has been for the three learned professions, doctor, lawyer and minister, but if we are all doctors, where are the patients, and if we are all lawyers, where are the clients, and if we are all ministers, where are the patiently listening congregations? We need, I think, to broaden education at the base, even if we have to cut it off a little at the top. We need education that shall be inclusive of all men and all women, but that shall be so because it is inclusive of all things and all topics. We need the educated farmer as well as the educated doctor and the educated lawyer. The first service a man can render to any community is supporting himself, and the next is supporting his wife and his children, and the next is rendering what aid he can to the community. I dare to say that it is much better for a man to pound an anvil and make good horse-shoes than it is for a man to pound a pulpit and make bad sermons.

I do not object to the higher education for any class in the community. I stand for throwing the doors wide open to the highest and best education for every class in the community. But we must begin with the alphabet, not with the words of four syllables, and we must teach men how to earn their living before we teach them what are called the higher departments of learning. When this educational revival has accomplished what some of us foresee, the need of drudgery will be banished from the earth and the man with the hoe will no longer be seen with bent figure, stunted intelligence, bereaved heart and saddened affections, but he too will be a full-fledged, large minded, great-browed man. This is what I think of this great educational revival or revival of industry, which will make all industries vital, because all industries are human, all industries are educative and all industries are intelligent.

This movement is also a revival of liberty because it is laying the only possible foundations for liberty. Liberty is not lawlessness. We are all under the government of law, whether we like it or not—laws of nature, laws of physiology, laws of society. We no more make the social laws and the political laws than we make the

physiological laws. They are eternal, they are divine, God has made them. Justice has its throne in the bosom of Almighty God. No man is yet fit to be free, or able to be free, who is not intelligent enough to understand the law and loyal to obey it. (Applause.) Aristotle divided government into three kinds, government by the one, government by the few and government by the many. We are trying here in America a new experiment. Our American doctrine is that every man shall be free to govern himself in all of those things that only concern himself, and every group of men shall be free to govern themselves in those things which only concern themselves, and every state shall be free to govern itself in those things which only concern itself, and the nation shall be free to govern itself in those things which concern itself. Now, at the base of that is the capacity of the individual man to govern himself. One thousand times nothing is still nothing. If each one of those men has not in himself the power of self-government, put a thousand together, put a million together, and call them the state; then the state has no power of self-government.

It has been sometimes suggested to me (by no member of this Conference) that some topics of discussion are better avoided in such a gathering as this. But I think that no assembly in this country, North or South, desires a speaker to speak anything but his sincere convictions. (Applause.) We are beginning to learn, North and South, that the suffrage is a prerogative and a duty, rather than a right. (Applause.) We are beginning to learn, North as well as South, that manhood suffrage means manhood first and suffrage afterwards. (Applause.) We are beginning to learn in the North what seems to me should always have been an axiom, that no man has a right to govern his neighbor who has not the intelligence and conscience to govern himself. (Applause.)

I have spoken as if this were a late learning on the part of the North. It is, and it is not. If there was any man in the North who has a right to be called the friend of the negro, if there was any man in the North known as the uncompromising opponent of slavery, if there was any man in the North who stirred the heart of the nation before the war and was brave and resolute throughout the war, it was Henry Ward Beecher. In 1865, two months after the assassination of Abraham Lincoln and four months before the reconstruction measures were brought before Congress (which

sorge of us in the North, as many of you in the South, wish had never been adopted), Henry Ward Beecher said: "All the laws in the world cannot lift a man higher than the natural forces put him. You can pass laws saying that the colored men are your equals, but unless you can make them thoughtful, self-respecting, intelligent, unless, in short, you can make them what you say they have a right to be, those laws will be in vain. I am satisfied that while we ought to claim for the colored man the right of the elective franchise, you will never be able to secure it and maintain it for him except by making him so intelligent that men cannot deny it to him."

I wish that all of the North had agreed with Henry Ward Beecher and Abraham Lincoln that those propositions were true, and I should like to print them and put them in every schoolhouse in the South with the name of Henry Ward Beecher at their foot.

This educational revival means also a revival of the home. It is no mere accident that the child labor laws have been recently introduced into some states and the endeavor to enforce them increased and intensified in others. For the movement for the education of the child and the movement for the protection of the child are all parts of one great movement. We are learning in America that it is a very one-sided protective system that protects the manufacturers and does not protect the children, that it is a poor economy that destroys children to make cheap goods. (Applause.) You cannot have a child working in the mines or in the factory and studying in the school; and the movement to take the child into the school is by necessity a movement to take him out of the factory.

We have made but little gain if we have abolished a system that sold a man in the market-place to the cotton fields, and yet allow the child to be sold to the cotton factory. (Great applause.)

And, again, this revival of education is a revival of religion. What does education mean? It means the development of the whole man. This is the common chord of this Conference—education is the development of man. From it every theme has gone forth, and to it every theme has returned again. That is the aim of the school-house, that is the end of education. Now, what is the end of the church, and what is the office of religion?

"And he gave," said Paul, "some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; for the



perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ: Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fulness of Christ."

That is the end of the church, that is the office of religion. The office of the schoolhouse is to make men and women; the office of the church is to make men and women. Perfect manhood is the end and goal alike of the teacher and the preacher.

It has been said here upon this platform that the courthouse and the church would perhaps cease to be the center of the community and the schoolhouse would take their place. I should be sorry to see the schoolhouse take the place of the church. I do not think it ever will take the place of the church. No education of the intellect, no education of the hand, no education, primary, industrial, or intellectual, can take the place of the spiritual development, the fountain of which is God and the means and instrument of which is the Church of Christ. (Applause.) But this school may teach the church that principle of unity which it has forgotten. It is a pity that you and I, who have a common faith in God as our Father, a common faith in Jesus Christ as our Saviour and Redeemer, and a common faith in the brotherhood of man, should be divided into factitious sects by conventions and dissensions the meaning of which, for the most part, none of us know. (Applause.) But while we are so divided into our varied churches, from our varied pulpits we may give the right hand of fellowship to the men and women who are bringing the children of all faiths together under a common roof and a common instruction. Baptist and Pedobaptist, Methodist and Episcopalian, Catholic and Protestant, Jew and Christian, all within four walls, all under the same teacher, all seeking the same end. With the preacher and the teacher seeking the development of the perfect manhood, perhaps we in the churches are yet to learn from the schoolhouses what the unity of the church creeds is. Perhaps we in the churches, perhaps we in the pulpits, are yet to learn from the schoolhouses that a perfect man is worth more than a perfect creed or a perfect ritual.

So I see in this revival of education a movement that is going to affect all of our congregations, that is going to make us see that our divisions are unimportant and our unions important, that is

going to give us a religion less hysterical mentally, a religion of hand and heart whose inspiration is God and whose end is service.

One other thing I see, or think I see. Each century seems to have its own distinctive characteristic. The lines which divide the centuries are but artificial. Yet, speaking broadly, the keynote of the nineteenth century was liberty. The nineteenth century saw the liberation of the serfs in Russia, the overthrow of the feudal system of Europe by the victories of Napoleon, the emancipation of Italy, France set free from Bourbonism and Spain set free from Bourbonism, and every state in Europe except Russia made in some sense a free state. I wonder how many in this house know that the two oldest buildings in the world devoted to parliamentary purposes are the capitol at Washington and the statehouse at Boston? That is what the nineteenth century has done, it has set men free—at the cost of blood and treasure and tears and woe, but it set men free.

That is the message of the nineteenth century. What of this twentieth? Last spring I was in Russia. Our American consul brought me photographs and showed me what the Russians are doing for the development of their peasant population. I came to Italy, and they showed me what the Italian army is doing for education in a common language. I came to France and found that education was the great question there, whether it should be carried on by the church or by the people and for the people. I crossed the channel to England and found that the problem which was stirring them to their depths was an educational question—should it be under the church or under the government, should it be religious or unreligious. I came here, and here also is the great movement for the education of men. In Russia, in France, in Germany, in Spain, in England, in America is the same great movement. There are some great currents that flow like the Gulf Stream. In such a stream we are. The current is greater than man can control. And the end and meaning of the educational revival is a new and further step toward the development of that manhood which we call the Kingdom of God upon earth. Nineteen hundred years ago men followed a star and it hung over a Babe in a manger, and they found there the Infant Christ. Again the star appears, again we follow it, again it hangs over a babe, not cradled in luxury, not housed in a palace, but the child of hunger, the child of ignorance, the child of want—the child in the manger. To take this child and make of it a child of God in

truth, a child of God in very deed, that is the mission of the twentieth century, that is the meaning of this educational revival. (Prolonged applause.)

THE PRESIDENT:—Language would fail to express on the part of this Conference the feeling of gratitude for the gracious hospitality of the people of Richmond, which fills all our hearts. Perhaps the nearest approach to such expression that could be made is the report of the committee on resolutions, which is before the Conference, but has not yet been acted upon.

On motion, the report of the committee on resolutions was unanimously adopted.

THE PRESIDENT:—With all the grace of its expression, the report is entirely unequal to what we desire to say but cannot find words to express.

The sessions of this Conference, as arranged for the city of Richmond, are now at an end. To-morrow, at the University of Virginia, there will be another session. Those of us who have come here from a distance are filled with gratitude to the kindly Providence which has brought us into such delightful acquaintance with the people of this city. With hearts full of thankfulness for this, I will ask you all to rise and receive the benediction.

After the benediction, pronounced by Bishop W. N. McVickar, of Rhode Island, the Conference took a recess to meet at the University of Virginia the next day, Saturday, April 25, 1903.

## SESSION AT THE UNIVERSITY OF VIRGINIA.

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SATURDAY, April 25, 1903.

The Conference was called to order at 12 m., Dr. Paul B. Barringer, chairman of the faculty of the University of Virginia in the chair.

DR. BARRINGER:—*Fellow Educators, Ladies and Gentlemen*, I take this opportunity to welcome the educators gathered here to-day and extend the freedom of the University in the name of its faculty and board.

This is the only state university in America which, for fifty years, existed without a complementary public school system. As you know, in 1776 Mr. Jefferson thought out, and presented a few years later to the state, a public school system which consisted of the common schools, high schools or academies, and the state university. He was unable to obtain the first part of the system, so he took what he could get, namely, the University of Virginia. And among the things he wished recorded, and now recorded, on his tomb, is the statement that he was "Father of the University of Virginia."

You can see this left the University absolutely alone, as far as the public school system was concerned; for at least fifty years. During that time it had to depend entirely upon the private schools. In 1870 to 1872 the public school system of this state was introduced, and within the last five years only have we been able to have any rural high schools to furnish students to the University, though a few city schools have contributed. Just now we are standing at the period of the merger of the old private school and the public school in contribution to the support of the University.

I offer you again our congratulations upon your being here, and we will throw open the University to you. It is not necessary for me to introduce to the Conference the first speaker of this session, but to those of our friends who live here I will say that this is Mr. Robert C. Ogden, of New York, President of the Southern Education Board and of this Conference:—

RESPONSE BY MR. ROBERT C. OGDEN.

MR. OGDEN :—*Mr. Chairman of the Faculty, and Students of the University*, It is my privilege to address *you* and not the company of ladies and gentlemen who so beautifully decorate the rising seats of this rotunda. I speak *for them to you*, and very briefly.

It is a serious task, especially to a man like myself just out of the work-a-day routine of life, to speak for such a gathering as this that I have the honor to represent. I am sure that I could confer no greater favor upon you than to go over the personality of this visiting company, but their modesty is so great that it would not be permissible or delicate for me to tell you what a remarkable and wonderful company they are. My function here is simply to return to the chairman and faculty and the whole body of the University our sincere and heartfelt thanks for the cordiality with which we have been welcomed here and for the privileges accorded us. I hardly know from what hands these blessings have been falling upon us. Of course, with the eye of faith, we trace them back to their original Divine source; but the channels through which they have come have been so graceful and so beautiful and the delicacy of the management has been so great that we have not been able to trace out the responsible individuals. Therefore I do not know whom to thank for the courtesy of the excursion here to-day, whether the Richmond Committee, or the Chesapeake & Ohio Railway, or the chairman and faculty of the University of Virginia. But then, you know, we should not be too critical about our blessings, and however they may come or through whatever hands they may pass, whatever loving hearts may contribute to the blessings that are ours, we are thankful to all concerned. We will carry away from here, as from Richmond, new thoughts and impressions that I am sure will make us better men and women, better and more useful Americans. For we are a serious party, we enjoy the charms of social intercourse, we absorb the material and social blessings that come to us; but we are not a frivolous crowd, we are an earnest lot, desiring to know more about this country of ours, whereby we may assist in bringing points of difference to points of agreement. Life is too full, we are too busy, there are too many things to be done, for good men and women in this age and this land to find any points of difference. There is a broad ground on which

all patriotic, all Christian, all intelligent people can meet. We are finding that ground. We are only a few hundreds here to-day, and what are a few hundreds to the many millions of our country? But although we are a little company, not numerically great, we feel that shortly our numbers will greatly increase. And in thus rising to the point of absolute agreement as to things that pertain to the prosperity, peace and welfare of our country, we are growing richer, and we shall go away the better for it. (Applause.)

In passing through the University grounds, I have had a little old thought come back to me with a great deal of force. This institution, in a peculiar way, represents the best traditions of the past. We are here to-day observing the genius of a single man as applied to the problem of our civilization. Many of the great institutions of learning throughout this land have some personal association. This University of Virginia owes its creation to the genius of Thomas Jefferson. Harvard, Yale, Williams and many others trace back their origin to some individual mind, some great and liberal soul.

All of these influences come rolling back upon us living in this present period, bringing to us the responsibility of making a success of the past. Is Thomas Jefferson a success? Are the founders and up-builders of our great institutions successes? We must answer that question. Am I a success? My children must answer that question. So being here, face to face with an influence so great, I am sure that one of the important lessons of the hour is our responsibility to the past, that the present may keep progressive and our inheritance may be better, brighter and greater because we have laid our hands on it. (Applause.)

And then there is one other thing. It does not concern returning thanks to you, but it is of moment, and that is, we stand for popular education. We have heard, and shall hear, more about the relations of the higher institutions of learning to popular education, but it is not of that I wish to speak for a single moment. It is of this: the hope that comes to every thoughtful and intelligent citizen because of the present conditions of higher education. These institutions, scattered up and down our land, are making men who can take up subjects abstractly, who can think them over in an atmosphere separated from personal interests, from materialism and from commercialism, who from that training can learn the value and

importance of principles, and who, by that training, if earnest and conscientious men, will be fully enabled to solve our problems and bring their solutions into the practical affairs of life. (Applause.)

The personal element is being recognized in many places. The men of affairs who are at the same time educators, men of thought who are touched with the things of the world, are coming rapidly to the front. We see in the fact that intellectual forces are coming down from the top the patency of the idea I am trying to express, that we are to look to such men in the further progress of our material affairs, already marvelous beyond comprehension. Who in this land twenty years ago dreamed that our national development would be what it is to-day? Who in this land twenty years ago anticipated the problems that are now before our civilization? They will become more complex with passing years, and our hope is that out of such institutions as this men will come with clear perceptions and honest hearts who will bring with them that capacity to solve our problems which is absolutely necessary if this land is to be the land we hope it will be. (Applause.)

Perhaps I have overstepped the line of delicacy in presenting these thoughts as the ideas of the people I am trying to represent, but they are my passing notions. I say again, we thank you. (Applause.)

DR. BARRINGER:—The University of Virginia has the honor of being represented on the State Board of Education, and we have with us to-day Professor Charles W. Kent, who will in that capacity address us on

#### THE RELATION OF THE UNIVERSITY TO THE PUBLIC SCHOOLS.

PROFESSOR CHARLES W. KENT:—*Mr. Chairman, Ladies and Gentlemen,* It gives me very great pleasure, I assure you, to look into the faces of so many of those with whom, in the last few days, it has been my pleasure to associate, and to add a word of welcome to those already uttered by the chairman. This occasion, Mr. President, serves to recall to me the first time I had the pleasure of knowing you, when you, sir, representing the North and I representing the South responded to an address of welcome delivered at Capon Springs, when our Conference was a small and seemingly unimportant body. It delighted me in the last days particularly to note that in the discussions of this Conference we heard nothing of

North or South, but only splendid expressions of opinion with reference to the problems of education that face and confront every one of us. We have grown from the little conference at Capon Springs, where some special problems of Southern education were confronting us, to a great gathering busied with larger educational problems, which embrace not one race or color but the youth of this whole section.

Reference has been made to the fact that Mr. Jefferson founded the University of Virginia. It ought also to be stated that he himself left as his written opinion that if there should be any choice between the education of the few in the university and the education of the many in the primary schools, the primary schools should be taken care of first, before the education of the few in the university; that it is of more consequence to the nation that all of the people should have some education than that some people should be altogether educated; that it is indeed a matter of necessity to us in a democratic government, trusting as it does to the intelligent support of individual citizens, a matter of more vital consequence that all men should be educated in at least some fundamental principles than that a few should have the higher education. And I count it a peculiar honor to myself and to this institution that we now have the opportunity of co-operating with the public schools of Virginia. (Applause.)

It has been my privilege for several years to lecture before the School of Methods during the summer. There I have come in contact with nearly all of the school superintendents and workers in the public schools of Virginia; and, with all loyalty to the University of Virginia, I say that I shall count my services, if they can be effectively rendered to the cause of popular education, of far more value there to the state of Virginia than anything I can do within these halls. (Applause.) During the coming years, if possible, I want to give much of my energy to that problem, because I am convinced that there are unsolved problems of education all through the South, and I am convinced that these problems some of us must solve in Virginia. It is time for all of us to get close together and work together in this grand movement.

My heart thrilled as I listened in the last few days to the addresses at Richmond. I wish every man at the University of Virginia could have heard those addresses and have had his heart



likewise thrilled with this new evangelism of the education of the masses. May every student here have borne in upon him sooner or later the sense of that responsibility of which the President has just spoken. We cannot escape it, we dare not shirk it. Whatever be our opinions about the education of the colored race, or of the result, one thing is certain, that we shall not go free if we do not do our very best to let in the light. For, as it was so splendidly stated in Richmond, ignorance is a remedy for nothing, therefore we must have knowledge. (Applause.)

It gives me great pleasure to express my appreciation of the presence of so many of you gathered at the University of Virginia, the first-fruit of that scheme of Mr. Jefferson for common schools, high schools and a university. That foresight and that splendid power of his seem actually to have looked down the ages and seen what some of our problems were to be; and, as we discuss to-day the necessity of having all over the state primary schools in reach of all the people, the high school and the university, we go back to Mr. Jefferson's doctrine that there should be a public school within the reach of every child, and within the reach of those who wish higher training there should be a graded high school, and above that, in the reach of the few, there should be the university. Is it too optimistic to look forward to the time in Virginia when there will be a primary school in the reach of every child, white or colored, a graded school in every district, in every county a high school, and when every one of these shall contribute to the University of Virginia?

I cannot fail to say a word to the young men scattered over this audience. I trust that you, my young friends, will never come to that point of ignorance or arrogance where you will think that the education of children and the education of the masses is in any sense beneath your dignity, in any sense outside of your responsibility, in any sense outside of your sphere of life. While my life is spent in this university among books, I am convinced that a far more important thing than literature is life, and it is our business to contribute to the upbuilding, the ennobling and the enshrining, in its sacredness, of human life wherever found.

Coming down the hills of Scotland one day, I saw in the distance a beautiful rainbow. Just as we seemed to pass under it the rainbow vanished, but beyond it there opened a vista of surpassing

loveliness. We stand under the rainbow of promise at the beginning of the century; and down the twentieth century behold a vista of life made noble, by such education, as will make us proud that we have had some share in the development of our beloved land. (Applause.)

DR. BARRINGER:—We have with us, I started to say, a gentleman from Virginia, but he is from the Virginia of New England, Massachusetts. (Applause.) Moreover, he is the representative of the mother university of America. I have the pleasure of introducing to this body Dr. Francis G. Peabody, of Harvard, who will speak a word to us. (Applause.)

ADDRESS BY DR. FRANCIS G. PEABODY.

DR. FRANCIS G. PEABODY:—*Mr. Chairman, Ladies and Gentlemen*, The Reverend Dr. Twitchell, one of the best known Congregational ministers in New England, said one day that he could stand almost anything except temptation (Laughter); and I find myself over-tempted by the opportunity to say a few words about two things which draw me very near to the University of Virginia.

About half a dozen years ago there died in Boston a gentle, secluded, maiden woman who had lived all her life with an unmarried brother in one of the suburbs of the city, hardly aware that they were accumulating wealth. The brother died leaving his fortune to her, and when the sister was about to die, she said to her nearest adviser that she had not the least idea what to do with her money. By her will, therefore, she bequeathed the greater part of her estate to a board of seven trustees, all total strangers to her, giving them absolute liberty as to the disposal of a considerable fortune. The situation, if I may use a less worthy illustration, was something like that of a distinguished citizen of Boston, who gave two tablets containing the Ten Commandments to be placed upon the wall of Hollis Street Church, remarking as he gave them: "I can't keep them, perhaps they can." (Laughter and applause.)

This board of trustees had a free hand; but they had plenty on their hands to do. One of the board remarked one day that they had better wait about a week until they received a few more applications for assistance, and, as they had but \$300,000, give the applicants one dollar apiece. It occurred, however, to the board of trustees, and especially to one among us, a typical Boston man, who

bears upon his cheek the mark of a Southern sabre, and who in the war lost his nearest friends on Virginia soil, that no better thing could be done with a part of this money than to indicate by some gift that the end of the war had come, and that we were a united country in devotion to a common aim. (Applause.) The soil of Virginia was still wet, not only with the blood of your own heroes, but with the equally sacred blood of the best of Massachusetts men. Might we not, we asked ourselves, raise on Virginia soil a modest structure which should testify that behind the dissensions of the past there still continued to be a common devotion to the ideals of the scholar's life? With that aim, a grant from our fund was contributed to the University of Virginia, and I have just had the pleasure of inspecting the building known as Randall Hall, which is the fulfillment of our dream. (Applause.)

I may be permitted to say another word of greeting from my own university and from the universities and colleges of the North, which so many of us represent, to this, the primate of education in the Southern states. There are two great transitions in the history of education, in both of which Harvard University has been able to take a distinguished part. One is the expansion of the elective system of studies, the other is the establishment of the voluntary principle in the administration of religion. The expansion of the elective system in Harvard University is the secret of its marvelous growth. Perfect liberty to teach and to learn has brought to us devoted scholars and eager students, and the past thirty years has demonstrated to us the wisdom of academic liberty.

But when we ask ourselves where this principle was first established, and whence it proceeded, we come to you. Fifty years before the University of Harvard offered even modest recognition to the principle of election, it was recognized as the only method appropriate to the higher learning, by the genius and foresight of Mr. Jefferson. Harvard University and the University of Virginia present many contrasts. We have grown by degrees through the offerings of plain Puritans who established a school for the Puritan ministry. This university sprang full-grown from the mind of a single man. Yet in a common devotion to liberty, to the democratic principle of education, we are one, and should we of Harvard write any motto upon our walls, it would be the same text that stands upon this building: "Ye shall know the truth, and the truth shall make

you free." With great gratitude, then, a representative of Harvard University offers his congratulations and appreciation to the University of Virginia.

The second transition to which I referred is the application of liberty to the administration of religion. In almost every college and university in this land there have seemed to be but two possible alternatives concerning religion—on the one hand, its abolition, as inconsistent with academic liberty, and on the other hand, its compulsion, as a part of academic discipline. The latter was the alternative accepted at Harvard University for more than two centuries. Religion was a part of college discipline; attendance upon worship counted in the grading of rank; absence from worship was a breach of college order. So we lived, until in 1886 the compulsion of circumstances overcame the compulsion of dogma, and to freedom in election of studies was added freedom in religion. Religion became no longer a matter of discipline, but a matter of privilege; the supreme privilege of educated men, and in that high faith our academic life now proceeds. But what an evidence it is of the provincialism of Massachusetts, that very few among us were aware that through the long period from 1826 to 1886 the principle of liberty in religion had actually prevailed, and prevailed with success, in the University of Virginia! Here, for all of those years, without ostentation or self-advertisement, you had assumed the religious life to be a thing of privilege; and I congratulate you on this undisputed primacy, in leading the way in the faith that religion need ask no favors, but only a fair chance among the competing influences of human life, and that freedom in religion brings forth as its natural fruits, integrity, righteousness, fidelity and faith. (Applause.)

Shall we not clasp hands, then, in this fraternity of scholars—you, who represent the sound learning of the South, and we who represent the colleges of the North? As one looks forward into the new time, he perceives that the gravest issue which confronts us all is not between North and South, or between white and black, or between rich and poor. The fundamental issue, which threatens the very pillars of our civilization, is the issue between commercialism on the one hand and idealism on the other, the issue between the vulgarity and ostentation of the modern world and the tranquillity, self-respect, freedom from materialism and ideal aims of the true scholar's life. (Applause.)

A university, looked at externally, is a thing of buildings, of libraries and laboratories and lecture halls and endowments and apparatus. But none of these things make a university. A university justifies itself in the present age just so far as it is a home of idealism; and, if it be not that, then, as one of the most distinguished of American scholars once said, it were better that its walls should crumble in a night. In the fraternity of this faith in sound learning, in devotion to high thinking and plain living, we clasp hands across what was once a chasm of war but is now a bridge of peace.

On the Fourth of July, 1826, John Adams, a son of Harvard and the father of a whole line of sons of Harvard, lay dying in Massachusetts, and it is said that his last words were: "Thomas Jefferson still survives"; yet on that very day, Thomas Jefferson, by one of the strangest coincidences in history, on the anniversary of the signing of the Declaration of Independence, Thomas Jefferson lay dying here. We of Massachusetts, as we survey the work you are doing here, repeat the words of John Adams, of Massachusetts, Thomas Jefferson still survives; the spirit of democracy he taught flourishes and expands among you still; and we bring you our fraternal greetings and our respectful congratulations in a common loyalty to the ideals of the scholar's life. (Applause.)

DR. BARRINGER:—Those of us who have lived within the shadow of Monticello know Jefferson chiefly as an educator. I have no doubt there are many of you to-day who begin to look on him in a new light since seeing the university he built, and you begin to forget he was a foreign minister, Vice-President, President, and many other things that came to him through politics. Very few people outside of those directly connected with education have ever given a thought to him as an educator. Professor Heath Dabney, of the University of Virginia, will now speak a few words to you on the subject of Thomas Jefferson from the standpoint of an educator.

#### THOMAS JEFFERSON AS AN EDUCATOR.

DR. R. HEATH DABNEY:—*Mr. Chairman, Ladies and Gentlemen,* But for the fact that it might seem to be shirking on my part, I think I should have to decline to speak upon this subject, for, to tell the truth, the gentlemen who have preceded me have said all that I have to say, and I am certain that they have said it much

better than I can do. Yet perhaps I may at least read a word or two from what Mr. Jefferson himself said. In a letter written in the year 1818 to Joseph C. Cabell, he said this: "A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it will be the latest of the public concerns in which I shall permit myself to take an interest."

Note well the words—"the earliest" and "the latest."

This man, then, who was governor of Virginia, who was minister to France, who was secretary of state, who was Vice-President, and twice President of the United States; this man who was the founder of a great party and the purchaser of a vast territory; this man who took a deep interest and played a leading part in so many public concerns; this man who was pre-eminently a man of affairs; this *practical* man; *this* man says that the first and the last, the earliest and the latest, the alpha and the omega, of his thoughts was that very thing for which this Conference has assembled—*education*. (Applause.)

It was Jefferson's wish to establish, in harmonious co-operation and in organic union, a system of educational institutions which should consist of, first, primary schools based upon local taxation; second, a system of high schools, academies and local colleges, and, third, a state university, as roof and spire to the whole educational edifice. He did not live to see the realization of the whole of this splendid scheme; for he was far in advance of his times. The world had not caught up with his ideas; and I do not believe that even the twentieth century has yet caught up with them. But he did live, after a long struggle against much opposition and after long study of many educational institutions, to become the "Father of the University of Virginia." For if ever there was an institution which was what Emerson called "the lengthened shadow of one man," it is this institution. This university is still instinct with the spirit which Jefferson breathed into it at its birth; the same spirit that he breathed into everything he touched, whether politics, society, education, or religion,—the spirit of freedom. "I have sworn," said he, "I have sworn upon the altar of God, eternal hostility to every form of tyranny over the mind of man." In the Declaration of Independence he expressed hostility to political tyranny; in the statute for religious freedom in Virginia he expressed hostility to

religious tyranny; in the statute for the abolition of primogeniture and entail he expressed hostility to social tyranny; and in the establishment of the University of Virginia he expressed hostility to the tyranny of ignorance.

Free government, free faith, free land, free thought! Freedom was the keynote to all the harmony to which Jefferson's soul was attuned. No matter what song he sang, it was always written in that key.

As you have been told, the older among these buildings were planned by him. Their materials were simple and plain. For the university then, like the university now, was sorely cramped for means. But that group of buildings is stamped with the impress of an immortal mind; and there is one of them in particular to which I would call your special attention. We call it the Rotunda—our library building. That building, in my opinion, is pre-eminently the emblem of the man who drew its plans, and of the institution which he founded. I do not believe it was an accident that this building was modeled after the Roman Pantheon, the temple of all the gods and all the creeds and all the systems of thought; the temple of freedom; the temple of individual responsibility; the temple of independent manhood. Jefferson was pre-eminently an individualist—a man who refused to bow his neck to any yoke of dogma, whether political, social, educational, or ecclesiastical.

It would be rash indeed to assert that the University of Virginia has attained his ideals, or has always been wholly true to his principles. Yet it has endeavored to conform to them on the whole. It *has* maintained what has been justly called the freedom of learning, the freedom of the student to elect those studies which he prefers; and it *has* maintained the glorious freedom of teaching, the freedom of the teacher to teach his own doctrines in his own way without dictation from any source whatever. (Applause.)

Moreover, Jefferson's university upholds not merely intellectual, but also moral and religious freedom. No student is compelled to attend chapel or church against his will; yet many students contribute voluntarily to the support of religious exercises conducted by ministers of many creeds. Jefferson did not believe in force; he preferred to point out the light and leave men free to follow it. "It may well be questioned," said he, "whether *fear*, after a certain age, is a motive to which we should have ordinary recourse. The

human character is susceptible of other incitements to correct conduct more worthy of employ, and of better effect." And again: "A police exercised by the students themselves, under proper discretion, has been tried with success in some countries, and the rather as forming them for initiation into the duties and practice of civil life." These views of Jefferson's bore fruit in that honor system which is the chief pride and glory of this university. Jefferson had faith in the nobler side of human nature. Therefore, he trusted men. His university has faith in the nobler side of student nature. Therefore, she trusts her students. Her professors are free from the odium inseparably attached to spies. Her students are free from the insult of being watched, either in the examination room or anywhere else. So rigid is her standard of graduation that only a small minority of her students can ever hope to obtain the coveted degrees. Yet few, indeed, among them would not scorn to obtain a degree by the despicable methods of the cheat.

But, it may be asked: "Is not freedom in some matters too strong a meat for poor digestions?" It may be so. In some cases it doubtless is so. But Jefferson's university cannot destroy the tonic freedom of the many in order to coddle the few with stomachs too weak for freedom. If an unwise father sends an unformed, weakling son to this place, he does so at his peril. The callow youth who thinks it manly to get drunk, heroic to gamble and sublime to be a rake, ought to be at a kindergarten and not at a university. (Applause.) This is no place for babes and sucklings; Jefferson's university is a place where manly men may become more manly. She will be true to the lofty principle of freedom instilled by her founder; and, remembering that freedom begets knowledge, while knowledge begets freedom, she will cling steadfastly to that motto to which Dr. Peabody has alluded—that motto deeply graven upon the front of this building, and still more deeply graven, let us hope, upon the hearts of her students, her professors and her alumni: "Ye shall know the truth, and the truth shall make you free." (Applause.)

DR. BARRINGER:—We have here an alumnus of the University of Virginia, who is also a member of the Southern Education Board. It gives me great pleasure to introduce to you Dr. Charles W. Dabney, president of the University of Tennessee.



## ADDRESS BY DR. CHARLES W. DABNEY.

DR. CHARLES W. DABNEY:—*Ladies and Gentlemen, and Members of the Conference*, Perhaps I should first explain to my fellow-members of the Conference that whenever and wherever a number of alumni of the University of Virginia or, for that matter, Virginians of any kind come together, they are very sure, before they get through, to hold a Thomas Jefferson memorial celebration. It is positively inevitable. In accordance with this custom the present meeting, as you perceive, has already resolved itself into such a celebration, and even the members of this Conference from other states have caught the Virginia spirit.

Thomas Jefferson was, I believe, the greatest seer and prophet the New World ever produced. But he was more than a far-seeing eye; he was a great constructive genius: he was more than a prophet; he was a great builder. Three of Thomas Jefferson's most splendid visions have already become definite realities, as we can see to-day. He beheld a vision of a free people, made up of independent states, that should finally cover this entire western continent from sea to sea; he wrote their Declaration of Independence, established their relations with the other nations of the earth, became their Chief Executive, explored the country destined for their future and himself annexed a large portion of it. And, behold now a nation of seventy-six million souls living peacefully and working earnestly throughout the continental empire which he practically secured for them by that act of a hundred years ago. (Applause.) He found a little, struggling state, cramped in the shackles of the feudal system; he struck off its bonds, and to-day we see the great and prosperous commonwealth of Virginia, mother of soldiers and statesmen in the past, of scholars and teachers in the present. (Applause.) From the heights of Monticello he looked across this beautiful valley, and saw in his vision these hills crowned by the domes and towers and the colonnades of a great American university; and, behold, to-day this splendid temple of science.

Yes, truly he was seer and prophet, architect and builder,—the roundest and fullest man our country has ever produced. Like Moses, he alone saw the vision, he alone received the command to build, he alone took all the measures and laid all the plans, he

alone gave the orders, and he alone built this great tabernacle for his people in the wilderness of a new land.

Human institutions are generally the product of the individual forces which one man, or set of men, after long and painful effort, have brought into effective combination at some auspicious time. But this institution sprang full-grown and full-armed from the head of this our Jove. He called himself its father; and its father indeed he was in a most unusual sense, for he conceived it, planned it, and fashioned it both as to form and as to spirit according to his plan. We have looked to-day upon the beautiful rotunda and these classical pavilions, the works of his hand; but more wonderful than these material products of his genius were the new principles in education which he here first introduced. The chiefest of these were freedom of teaching for professors and freedom of learning for students. Again and again he wrote: "This institution will be based upon the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error so long as reason is left free to combat it." Freedom to investigate and freedom to study, liberty for professors and students alike, with the system of elective studies—these principles, as Dr. Peabody has said, were established here by Jefferson fifty years before Harvard herself adopted them. Freedom to live was another Jeffersonian theory; government of the students by the students and for the students, within the law and yet with no other laws except those which everywhere govern gentlemen, was here first introduced into American colleges. The honor system which resulted from this, has been the chief glory of the student body. These principles, embodied in this university in the beginning by its father, and by its sons now disseminated largely throughout our country, are an even nobler monument to Thomas Jefferson than are these classic halls and yon beautiful rotunda.

One other vision had Thomas Jefferson for his beloved people of Virginia. He saw a completely correlated system of schools,—a school for each "hundred" and a grammar school for each county,—leading up to this great university, as section by section the capstone of the pyramid is reached; and, behold! after a hundred years, that vision also is about to be realized. We, alumni and friends of education, are especially rejoiced to-day to hear that this university, through its representative upon the State Board of Education, is

henceforth to take an active part in upbuilding the public schools of Virginia. By this act, gentlemen, you will attain the grandest vision and fulfill the dearest hope of Jefferson in perfecting a system of free schools for all the people, complete from the lowest foundation to the university capstone. (Applause.)

Properly, therefore, do Virginians reverence the principles and almost worship the memory of Thomas Jefferson. Wisely do we strive to embody them in our institutions and to carry them out in our lives. And yet, dear fellow alumni, I think we should ask ourselves this serious question: Are we not in danger of making the teachings of Thomas Jefferson a fetich, of striving to embody their form rather than their essence? It is not enough to worship in the material temple, we must carry the principles of truth into our very hearts. Institutions like this were never designed to be unchangeable mausoleums to the glorious dead, like the pyramids of the Pharaohs; they are living, growing organisms for the training of living, growing men. This university was not built merely to the honor of a single departed man, but for the benefit of all generations, present and future.

One gentleman has quoted the beautiful epigram of Emerson: "An institution is the lengthened shadow of one man." And he has well said that this was never more truly said of any man than it may be said of Jefferson to-day. The ever-lengthening shadow of that colossal figure standing on yonder height to the east, watching the upbuilding of this institution, watching the growth of his beloved state, watching the expansion and development of this nation, enwraps us completely, across the valley of fourscore years, in the folds of its inspiring influence. The poet may call this influence the shadow of a soul departed, but to us to-day it is a brilliant light, calling us to still nobler strivings and still more glorious victories. Thomas Jefferson, indeed, lives to-day, but not as a shadow. He lives for us in this grand nation, in this noble commonwealth, and especially in this great institution, which, like a great beacon, with many revolving lenses, throws the life-saving light around the whole circle of the stormy sea. (Applause.)

Like a great city on a hill, to be the advancing and growing light of the world, this institution must be constantly rebuilt and extended. It must be manned and equipped, provisioned and supplied; and all the lights on all its towers must be fed and tended,

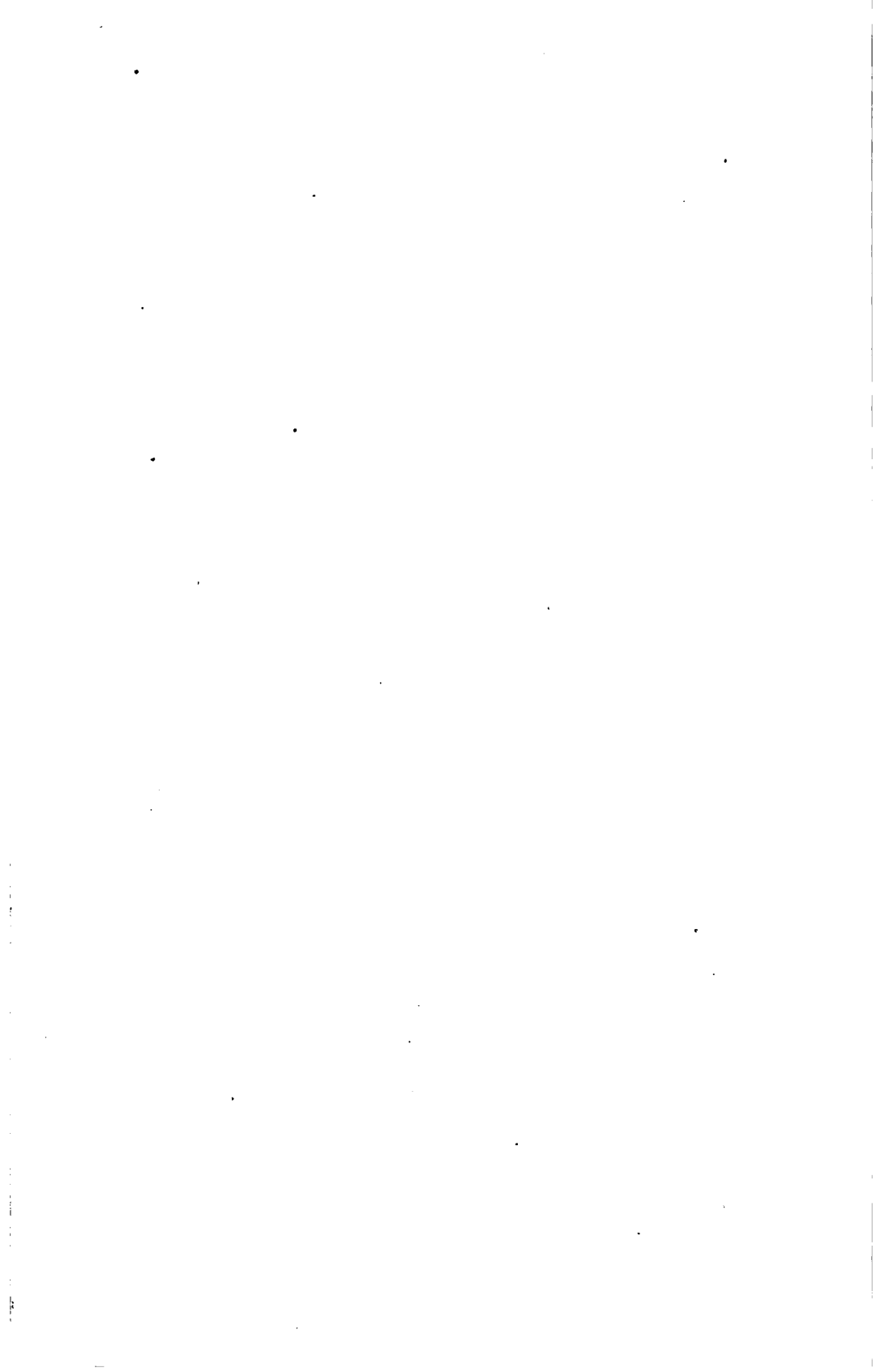
night by night, that it may forever enlighten our country. Let us remember then, brother alumni, that this, our mother university, is not merely a monument to its founder, it is not merely a storehouse of knowledge, or a place for teaching a few hundred youths each year, but a living and growing institution for the service of all the people, not only of this commonwealth, but also of the whole United States; and that it is our filial duty to extend her walls and build up her towers, and keep her always manned and supplied, so that through all the ages her light may shine afar. (Applause.)

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On motion, the Conference then adjourned, subject to the call of the executive committee.



# APPENDIX.



## APPENDIX.

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A REPORT OF THE ADDRESSES IN COMMEMORATION OF THE LIFE AND PUBLIC SERVICES OF J. L. M. CURRY, D.C.L., LL.D., SUPERVISING DIRECTOR OF THE SOUTHERN EDUCATION BOARD, MEMBER OF THE GENERAL EDUCATION BOARD, AGENT OF THE PEABODY AND SLATER BOARDS.

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On the evening of Sunday, the twenty-sixth of April, there was held in the Academy of Music, at Richmond, Va., a service of commemoration in recognition of the life and public activities of the late J. L. M. Curry. Mr. Robert C. Ogden presided. The meeting was opened with prayer by the Rev. George Cooper, D.D., of Richmond. After a few introductory words by the presiding officer, the following address was delivered by F. W. Boatwright, Ph.D., president of Richmond College.

### ADDRESS BY DR. F. W. BOATWRIGHT.

DR. BOATWRIGHT:—Mr. Anthony Froude, in his biography of Lord Beaconsfield, says one may test a man's claim to greatness by observing: (1) Whether he left behind anything of permanent value to humanity; and (2) whether he always forgot himself in his work. By this test the English earl is condemned. By the same standard we may claim high place for our cherished leader whose life we contemplate this evening.

Many in this audience have seen his kingly form, and have heard his thrilling eloquence. During the days when Richmond was the capital of the Confederacy, and then for thirteen years while he was professor in Richmond College, Dr. Curry was a resident of this city, closely linked with our social, educational and religious life.



Any survey of his life, however brief, must note that he enjoyed great advantages of birth and education. Born and reared in the heart of the South, he finished his education in the heart of New England, amid the noblest Puritan traditions. Thus, at the beginning of his career, he had learned to understand and appreciate both sections. He entered public life and, by his championship of cherished convictions, was soon brought into great prominence. The entire country heard him with attention, for, with his high self-respect and innate sense of honor, he respected the convictions of his opponents. Thus, we find Horace Greeley giving him space and attention in the stormiest period of Congressional legislation. In our great national tragedy, he had often to approach the center of the stage. After the civil strife was over, he still sought to serve his country, and became a teacher. As was to be expected from his scholarship, his skill in the art of expression, and his love of young men, success was immediate and brilliant. One is reminded of the way his illustrious friend, General Lee, drew men to him at Washington College. His teaching was inspirational. The force of his personality was like a magnet, which attracted his students and electrified them to new hopes and loftier aspirations. Later, he became educational administrator and leader, diplomat and author. His name went round the world.

Returning to Froude's first test of greatness, I think we shall all agree that Dr. Curry's ministry of Southern education, as general agent of the Peabody Fund, constitutes his chief contribution to human progress. This accords with our friend's own view of his life. Again and again he declared in his public addresses: "My life is a ministry of public education." In its editorial notice of his death, the *Springfield Republican* well calls him the father of the modern educational movement in the Southern States.

In order to apprehend the vastness of his labors, one must study the Southern educational situation in the year 1881, when he began his Peabody agency. The war between the states had swept away the South's excellent private schools of primary and secondary grade, and at the same time all hope of adequately re-establishing them. Dr. Sears, the distinguished first agent of the Peabody Fund, had planned a system of public free schools, and through the resources at his command was winning success in the promotion of free elementary education of white and black children. The

Peabody Normal at Nashville had opened its doors, but Dr. Sears found the Tennessee legislature obdurate in the matter of appropriations. Similar difficulties faced this great and good man in other quarters. It is amazing how much he accomplished. But, when Dr. Sears passed away, the South felt, and the eminent members of the Peabody Board had the discernment to see, that in those trying times their work of education and reconciliation in the sensitive South required a man who had himself come up through the great tribulation, and had, nevertheless, retained the confidence of all sections. They found this man teaching English and philosophy in Richmond College. Upon the nomination of President Grant, seconded by President Hayes, Dr. Curry was elected general agent of the Peabody Board. His first endeavor was to establish and equip normal schools for the training of teachers. In 1889 he could point to normal schools in nearly every Southern state, the founding of all of them due to the stimulus and suggestion of this board. If any one doubts the magnitude of the difficulties encountered, or the heroic ardor of the Peabody agent, let him read Dr. Curry's letter to Hon. Fleming DuBignon, president of the Senate of Georgia. No man ever pleaded more eloquently for the common people or for the brother in black. A little later we find him addressing a letter to the two gubernatorial candidates in Alabama, beseeching them to make common cause for the education of the children of the state. Who else but Dr. Curry would have been heard amid the noise and din of political strife? He was again and again invited to address Southern legislatures, and everywhere he advocated the best education for both races. I can find no other man in history who ever addressed so many legislative assemblies. As I have reviewed these impassioned appeals to the spirit of *noblesse oblige*, I have been impressed with their modernity. His pleas for industrial training, for better teachers, for improved schoolhouses, for the teaching of civics, for instruction in agriculture in rural schools, for a local tax for education, might well have been made from this platform this week. He was a leader in whom, as John Stuart Mill said of Gladstone, the spirit of improvement was incarnate. Throughout the South he aroused the public conscience to the absolute necessity of educating the masses. He often quoted the words of Jules Simon: "The nation that has the best schools will be the first nation. If it is not so to-day, it will be to-morrow."

In the dawning of this to-morrow he passed away. Let us never forget that much of his work was like that of other pioneers on new fields. It is and will remain unseen. He labored, and we have entered into his labors. Thus I often think of grand old Lessing in his relation to modern German literature. He cleared the ground, laid the foundation, and gave plans, but Goethe, Schiller, Schlegel and Heine shine as towers and minarets of the growing temple. Honor to the stones that can support such glory!

Dr. Curry's service was national service. No one with love of the republic in his heart and just conceptions of patriotism in his head can regard his service to Southern schools as sectional service. He was not more truly in the service of the whole nation as Minister to Spain, than when, as agent of the Peabody Fund, he was pleading with Southern legislatures for the schools of the people. Illiteracy and ignorance are not merely local dangers. The schools of the South are American schools. So thought Robert C. Winthrop and J. L. M. Curry, and this Conference says, Amen. Thus we display our Christian patriotism which wills the "wholesome soundness of the nation's inner life." Thus he cemented the union of states, and restored fellowship and fraternity.

May I pause to mention that, with his growing fame and widening influence, Dr. Curry's devotion to this city and to the College within its gates never weakened? Daniel Webster's tenderness for Dartmouth is proverbial. So felt Dr. Curry towards Richmond College, over whose trustees he presided until 1897. His wife's father had been the chief contributor to the endowment of the College, and he, himself, was a constant benefactor. His cherished ambition for the institution was to see there a school of technology, for which he planned through thirty years. Upon the College he put imperishable honor by requesting that his body should be borne to rest from its halls.

Even the casual reviewer of Dr. Curry's life must appreciate that he was a man of enthusiasms. This was apparent in Congress, in board meetings, on the platform, and even in ordinary conversations. In 1873 his zeal for the wider diffusion of education in Virginia led him to visit the churches and courthouses of Tidewater, and after the manner of the political campaigner to make a series of addresses before open air mass-meetings on the advantages of education. Often he swayed these multitudes as a storm sweeps

the forest. His ardent enthusiasm is also evident in his campaign against Mahonism in this state. Everywhere this zeal characterizes him. He cannot be otherwise than ardent. Earnestness inspired his thought and his activity. He loved the causes he espoused, and threw into them the whole force of his ponderous personality. When he spoke on religious liberty, whether in New York before an ecumenical council or in Virginia before a district association, he set his massive frame on fire, and kindled a conflagration of emotion among his hearers. One thinks of Peter the Hermit, when one reads Dr. Curry's speeches on education. He is a marvel of moral enthusiasm. And as this ardor flashes from the printed page, we can only say to our sons and daughters, as did Æschines to his pupils after reading to them an oration of Demosthenes: "You should have heard the lion himself."

The mediatorial agency of Dr. Curry impresses me profoundly. In the ante-bellum Congress, he had the ear of the whole nation. After his embassy to Spain, he again got a national hearing. He had bided his time, and now he began to write books. Now was his opportunity to reconstruct ideas and opinions adverse to the South. The nation had unquestioning, unstinting confidence in his sincerity and integrity, and he received gratifying assurances that all sections harkened to his words. No Southern writer has spoken more plainly or more unreservedly, but none has been more careful to base his assertions upon indisputable facts. He is everywhere broad-minded, and he sets his face towards the future.

My distinguished colleague, Professor S. C. Mitchell, has recently pointed out that the tendencies of the nineteenth century were towards liberty of thought, nationalism in politics, and industrialism in production and education. One perceives at once that Dr. Curry was the exponent of what we now discover was best in recent decades. Because he identified the nation with all the people he believed heartily in this Conference, which stands for the uplift of all. The most pathetic note in his expiring voice was his yearning to be with you in the great work to which he had unselfishly given his life.

In an address delivered before the veterans of the Confederacy, assembled in this city July 1, 1896, I find Dr. Curry's own summing up of his life purposes. He declares: "Individually, as a Southern man and Confederate soldier, I have felt that my highest duty to

my section since the struggle ended, was to restore fraternity of spirit as well as political association. This duty to the South and to the Union was best discharged by laboring for free, universal education (for the free school is the corner-stone of any New South), by devotion to the best interests of the whole country, by demonstrating that the interests of every state and the honor of the flag, are as safe in the hands of a Confederate as of a Union soldier, and by a steady advocacy of national issues, great and broad enough to efface sectionalism." Here is your true American.

Dr. Curry was fond of relating the story of Lieutenant Rawson's experience at the terrible battle of Tel-el-Kebir. In the gloom of night on the Egyptian desert, Lieutenant Rawson had to guide the English Army against the enemy. Fixing his eyes upon the stars, the faithful guide brought the army at break of day to the hostile camp. The attack was made and a brilliant victory won. But among the dying lay Lieutenant Rawson, the unfaltering guide. Soon the commander-in-chief was by his rude couch, anxious to hear his last requests. But his voice, though weak, rang with triumph. "General, didn't I lead them straight? Didn't I lead them straight?" Well may our fallen leader say, "Didn't I, in days of distress and difficulty, lead my country straight?"

Following Dr. Boatwright's address the audience rose and united in the singing of the following hymn, especially composed for the occasion by Mr. Richard Watson Gilder, of New York City, editor of the *Century Magazine*:

#### A HYMN.

##### I.

God of the strong, God of the weak,  
Lord of all lands, and our own land;  
Light of all souls, from Thee we seek  
Light from Thy light, strength from Thy hand.

##### II.

In suffering Thou hast made us one,  
In mighty burdens one are we;  
Teach us that lowliest duty done  
Is highest service unto Thee.

III.

Teach us, Great Teacher of mankind,  
The sacrifice that brings Thy balm;  
The love, the work that bless and bind;  
Teach us Thy majesty, Thy calm.

IV.

Teach Thou, and we shall know, indeed,  
The truth divine that maketh free,  
And knowing, we may sow the seed  
That blossoms through Eternity.

V.

May sow in every living heart  
That to the waiting day doth ope.  
Not ours, O God! the craven part,  
To shut one human soul from hope.

VI.

Now, in the memory of Thy Saint,  
To whom Thy little ones were dear,  
Help us to toil and not to faint,  
Till earth grows dark and heaven comes near.

AMEN.

Upon the conclusion of the hymn, the following address was delivered by Edwin Anderson Alderman, LL.D., president of Tulane University, New Orleans, La.:

ADDRESS BY DR. EDWIN A. ALDERMAN.

DR. ALDERMAN:—It is altogether proper and beautiful that this great Conference, after a session of singular interest and meaning, should come together, in its closing hours, to do honor to the memory of a man who helped to form and direct its history, and who stood for its highest ideals; and likewise to gain, from a study of his purposeful life, fresh strength and will for the work that lies before us, and will lie before those who are to come after us. Jabez Lamar Monroe Curry, who passed out of this life on February 12, 1903, lived a long, full, varied life of service, of devotion, of struggle and

achievement. We mourn, therefore, no young Lycidas, dead ere his prime, but we come, rather, to take to heart the lesson of the life of a splendid Ulysses, who had never known rest from travel and work, who had drunk honorable life to its lees, and whose spirit at the last still yearned in desire "to strive, to seek, to find, and not to yield." J. L. M. Curry had been a soldier in two wars, a maker of laws in a state and nation, a preacher, a writer of useful books, twice a representative of his government at the court of Spain, and a statesman of that truest sort whose faith in the perfectibility of men was unailing and whose ambition was to give to all men a chance to inherit the beauty, the richness and the power of life.

Dr. Curry was born in Lincoln County, Georgia, on June 5, 1825. During his early childhood, his father, a wealthy planter, emigrated from Georgia to Alabama and settled about six miles from Talladega in that state. His academic training was received at the University of Georgia and his legal education at Harvard College, from which he was graduated in 1846 at the age of twenty-one. In 1847, he was elected to the Legislature of Alabama from Talladega County and began his great career as a public servant. For twenty years he served the State of Alabama with singular ability and distinction, as legislator, congressman, soldier and teacher, and though his later life was passed elsewhere, and his services belonged to the nation, his heart and mind constantly reverted with tender loyalty to that great state, as the land of his young manhood and his home.

The intense, rich life of our leader and friend covered an equally intense and rich period of his country's history. His thoughtful boyhood looked out upon a crude, healthy, boastful nation, drunk with a kind of democratic passion, and getting used, in rough ways, to the shrewd air of popular government, and yet clinging to the concept of orderly nationality. His young manhood was passed in the isolated lower South, amid the storm of a great argument, as to the nature of this Union, made necessary by the silence and indecision of the Constitution. To our minds, cleared of the hot temper of the time, that age seems an unhappy, contentious, groping age; but I believe that it was a good age in which to be born, for men were in earnest about deep, vital things. It was indeed an age of passion, but of passion based on principles, and enthusiasms, and deep loyalties. The cynic, the political idler, the self-seeker, fled

before these fiery-eyed men who were probing into metaphysical, governmental theories and constitutional interpretations, and who counted their ideas as of more value than their lives. The time had its obvious faults, and was doomed to fall before the avatar of progress; but there lived in it beauty and force and a great central note of exaltation of personality above social progress. To this was due the romantic beauty of many of the personalities of this period and section, and also the industrial inefficiency of the total mass. Around the fireside, in that frontier world of his, the talk did not fall so much upon the kind of man who forms the syndicate or corners the stock market or who wages the warfare of trade around the world, but rather upon simple, old questions which might have been asked in the Homeric age: Is he free from sordidness or stain? Has he borne himself bravely in battle? Has he suffered somewhere with courage and dignity? Has he kept faith with ideals?

The best and most lasting bequest of the time to the whole nation was the conception of politics as a lofty profession, to be entered upon by the best men for unselfish purposes. The old South sent her greatest, truest men to represent her in national councils. The new South has sent unpurchasable men at least. I believe that the whole nation has been taught a lesson by this custom which will prove an unceasing good in this great democratic experiment of ours. Dr. Curry had reached his prime when the great drama, fate determined and fate driven, passed from argument into war, and he, himself, caught in the grip of that same fate, with all his gentleness and tenderness, became of those whose "faith and truth on war's red touchstone rang true metal." In the strength of middle life and in the serene wisdom of old age, this fortunate man found himself living in another world, and with sufficient strength of heart, which is courage, to live in it and of it and for it with a spirit unspoiled by hate or bitter memories, with a heart unfretted by regrets and with a purpose unshaken by any doubt. A great soul is needed to pass from one era to another in such fashion as this. The strand of every revolutionary epoch is lined with the wrecks of pure and lovable men who had not the faith and courage to will to live and serve another time. Dr. Curry possessed this quality of courage in high degree. Indeed, for the first time he had sight of the possibility of an undivided country, rid of sectional-



ism and provincialism and hindering custom and tradition, conscious of its destiny, assured of its nationality, striving to fit itself for the work of a great nation in civilization. He had sight, too, of his own section, idealized, to him, by fortitude and woe, adjusting itself in dignity and suffering and power to the spirit of the modern world. What is there for a strong man to do?—we may fancy himself asking himself in the silence of his soul. There could be no bickerings for such men as he, no using of his great powers to find place for himself by nursing the feeling of hatred and revenge in the breasts of proud and passionate races. There could be no crude, racial scorn, no theatrical pettiness, no vain, fatuous blindness, or puerile obstinacy. "Not painlessly had God remoulded and cast anew the nation." The pain had indeed smitten his soul, but his eyes were clear enough to see God's great hand in the movements of society and to realize the glory of new-birth out of pain, and his desire was aflame to be about the work that re-creates and sets in order. Like all sincere, unselfish men to whom life means helpfulness, he saw his task lying before him—like a sunlit road stretching straight before the traveler's feet. He was to walk in that path for all his remaining days. The quality of his mind, the sum of his gifts and graces, the ideals of contemporary civilization suggested political preferment, but no consideration of self or fortune could swerve him from his course. There dwelt in him a leonine quality of combat and struggle, a delight of contest, a rising of all his powers to opposition that had only one master in his soul, and that master was the Christian instinct for service. I once heard him declare to an audience that it was the proudest duty of the South to accomplish the education of every child in its borders—high or low, bond or free, black or white. The only response to his appeal was silence. He shouted, "I will make you applaud that sentiment." With strident voice and shaking of the head, after the manner of the oratory of the olden time, he plead for human freedom. He pictured to his audience the ruin that may be wrought by hate, and the beauty of justice and sympathy until he awakened in them the god of justice and gentleness that lies sleeping in the human heart, and the applause rolled up to him in a storm.

Over at Lexington, by the quiet flowing river, and the simple hills, Robert E. Lee saw the same vision, because there dwelt in him, too, the same simplicity, sincerity and unselfishness. The philo-

sophic student of our national story will one day appraise and relate how much it meant to that story that the vision of Lee was not disturbed nor distorted by dreams or fancies that in all ages have beset the brain of the hero of the people. This quiet man at Lexington had led mighty armies to victory, and had looked defeat and ruin in the face with epic fortitude. He had stood the supreme figure amid the fierce joys and shoutings of a mighty war. His name rang around the world foremost in the fellowship of the heroes of the English race; but the vision that appeared to Lee, the conqueror and warrior, was the same that appeared to Curry, the scholar, and student and orator. It was a vision of many millions of childhood standing impoverished and untaught amid new duties, new occasions, new needs, new worlds of endeavor, appealing with outstretched hands to the grown-up strength of their generation, to know why they should not have a country to love, an age to serve, a work to do, and a training for that work. Alien to this new generation were the subtleties of divided sovereignty, or the responsibility for the presence of the African in our life, and strange to their eyes and ears the fading fires and retreating noises of battle and of war. The vision was life—unconquered, tumultuous, beautiful, wholesome, regenerative, young life—asking a chance of its elders to live worthily in its world and time. The elders had had their day, and had had acquaintance with achievement and sadness and defeat, but here stood undefeated youth, coming on as comes on a fresh wave of the sea, with sunlight in its crest, to take the place of its fellow just dashed against the shore. "Life is greater than any theory! We ask the right to live!" said this vision. And it touches my heart when I recall that I was of that appealing company.

The Good Master once set a little child in the midst of His warring disciples and declared to them that that pathetic little figure prefigured to men forever the kingdom of heaven. Again and again in the long, dark story of the struggle of the race, that figure has appeared, and real greatness of soul has never failed to catch the meaning of the radiant presence. We may be sure that it was present to William the Silent, and that the German has seen it in his dark hours, and the Frenchman and the Englishman, and the Greek and all the great races which have brought things to pass. Lee and Curry saw it, and thousands of like souls followed their leading and found their work and were happy as we are to-day

with our work lying before us and our hearts asking no other blessedness. Let all Americans be grateful to the God of nations that He had us enough in His care to choose for us such leaders as these, "whose strength was as the strength of ten, because their hearts were pure." Lee gave his great example and a few years of noble service to the nation, and passed, like Arthur, "while the new sun arose upon a new day." A happier fortune befell Dr. Curry. There was left to him over two decades of time in which to strive for the realization of his dreams and the fulfillment of his plans.

Our democracy, with its amazing record of achievement in the subduing of the continent, has nothing finer to show than the example of these two men in a time of great passion and headiness, save perhaps the example of another American. Away off in Massachusetts—that great commonwealth from which the nation has learned so much of order and moral persistence—a private citizen—George Peabody—was bethinking himself of his country, bleeding from the red stripes of civil war, and wondering what he could do to heal its wounds. I hail him as the pioneer of that splendid army of "volunteer statesmen" who do not hesitate to undertake any work for their country's good. It did not matter to him that the states of the South had stood to him for four years as the enemy's country. His patriotism was not the patriotism of the Cossack, but the patriotism of the Christ. What he saw was youth which the nation needed for its health springing up untrained and sorely burdened—the sons of brave men, men who knew how to die for an idea, and who did not know how to compromise. What he did was to rise clearly above all small passions and to pour his great fortune into those stricken states for the benefit alike of the former master and of him who had been a slave. Lee, Peabody, Curry! We will do well never to tire of mentioning their names! An industrial democracy threatened constantly with vulgarity and coarse strength will have increasing need of the example of their noble calmness and patient idealism.

The General Agency of the Peabody Board and later of the Slater Board, two of the noblest creative forces which have ever been set to work upon the life of the Republic, came to him as the opportunity of his life, and his last years were to be years of unfailing youth wherein he was able, in the service of these boards, to think clearly, to will resolutely, to work joyfully toward high,

national ends. The task that confronted him, in its larger lines, was to democratize the point of view of an aristocratic society, to renationalize its impulses and aspirations, to preach the gospel of national unity to both sections, to stimulate the habit of community effort for public ends, to enrich the concept of civic virtue, to exemplify the ideal of social service to young men, and to set the public school, in its proper correlation to all other educational agencies, in the front of the public mind, as the chief concern of constructive statesmanship. His task, in its more technical aspects, was to reveal the public school as it should be, actually at work in a democratic society, with all of its necessities—trained and cultured teachers, varied curricula appealing to hand and eye and mind, industrial training, beautiful surroundings, nourished by public pride and strengthened by public confidence. The first ten years of his work were years of battle for the development of public opinion, and it was to be a great struggle, for many heresies were afield. He was told by those who sat in high places that public schools were godless, and that the state had no right to tax one man to educate another man's child; that it was dangerous to educate the masses, and that the educated negro or poor white meant a spoiled laborer, and many other musty things dear to the heart of the conscientious doctrinaire. His reply to all this was: "Ignorance is no remedy for anything. If the state has a right to live at all, it has a right to educate. Education is a great national investment."

And so, that solemn, majestic thing, called public opinion, got born, and a few men as earnest as death became somehow what we call a movement, and the movement, led by this splendid figure, wherein were blended the grace and charm of the old time with the vigor and freedom of the new, became a crusade, and young scholars had their imaginations touched by it and their creative instincts awakened by it, and the preachers saw their way clear to push it along, and the politicians, ever sensitive to the lightest wind of popular desire, felt its stirrings in the air. Above it all, and energizing it all, stood this strong, gifted, earnest man—I had thought to say old man, but there was never any suggestion of age about Dr. Curry. Like the president of this Conference, he met youth on its own ground and asked no odds—impulse for impulse, strength for strength and heart for heart. I thank God that, as the things of sense faded from his sight, he saw that supremest good of life—an-

honest bit of creative work well done and bearing fruit. At the moment of the establishment of the Peabody Fund, it should be remembered that not a single Southern State had a system of free public schools. The angry gusts of war had blown out all the lights burning in their ancient seats of learning, save in the University of Virginia, Washington and Lee and a few other struggling colleges, which burned steadily on, giving light and heat to the darkness and coldness of the still land. The splendid system of private academies was being slowly re-established. Only in a few cities were to be found the semblance of a public school system. There were no normal or industrial schools. The Peabody Fund came into the field of helpfulness, and during a period of thirty years, under the wise administration of great American citizens, and directed by the energy and insight of Barnas Sears and J. L. M. Curry, expended, in stimulating ways, the sum of \$2,478,527.13. No more impressive evidence of the influence of this fund and of the monumental work of Curry and Sears can be found than in a plain recital of these facts:

In every one of the Southern States to-day there is a public system of schools more or less complete. To bring this to pass a war-stricken region has expended one hundred and sixty-five millions of dollars. Normal and industrial schools for both races, sustained by general and local taxation, exist in every state. Thirty great institutions of higher learning have been revived and established. Five thousand Southern boys are studying technological subjects where ten studied them in 1873. Practically all cities or towns of three thousand population maintain a school system from which boys and girls may pass into college. The percentage of illiteracy for the white race in the twelve Southern States has been reduced from 25 per cent to 12.5 per cent, and of the colored race from 87 per cent to 48 per cent. And greater than all this, a generous and triumphant public sentiment has been aroused that will make these performances seem feeble in another decade. Can it be claimed that ever before in the history of the Republic so much good was accomplished as has been accomplished by the expenditure of this \$2,478,527.13 plus the heart and brain of men like Curry and Sears and their colleagues and followers? I do not claim, of course, that all this wonderful achievement was due solely to these boards and to their agents. That would be absurd. The efforts of these

boards would have been farcical if they had not been projected upon the spirit of a self-reliant and unconquerable people. It was simply the meeting of a great idea with a great people and there followed a great result.

The most impressive thing about Dr. Curry was his intense Americanism. One could not think of him as an Alabamian or a Virginian, but always as an American. He had believed in his youth in the theoretical ethics, at least, of Secession. He did not change that belief in his old age. Calhoun was second only to Aristotle in his regard, and yet he was the most ardent American I have ever personally known. The flag stirred his highest eloquence, and our great unended nation, with its dreams, its needs, its perils, its ideals, appealed to him like nothing else on earth. In the summer of 1898, on July 4, he was making the annual address before the University of Chicago. At the same moment, in the waters about Santiago, American warships were thundering out the knell of Spanish rule on this continent. His subject on that occasion was the "Life and Character of John C. Calhoun." He was defending the constitutional orthodoxy of that great exponent of the compact theory of our government, with all the power and passion of his mind and heart. Every now and then a messenger boy would arrive with a telegram, and the proceedings would be interrupted to read the announcement of the destruction of another Spanish ship and to hear the outbursts of frantic, patriotic applause. Whereupon Curry would turn to the American flag, draping the platform, and make it the basis of an appeal for unity and nationality, and then when the applause would die away, back again to Calhoun without a lost note. And so, the morning passed with Calhoun, Santiago and the American flag, vividly entwined before the face of a Chicago audience. The incident was something more than amusing or dramatic, else I should not pause to relate it. An essential characteristic of the man stood revealed. His real genius and passion were for adaptability to environment, for sympathy with his time, for service on the side of its better forces. He had the grand manner and the social instincts of the aristocrat, but at bottom he was an individualist in the structure of his mind. Thomas Jefferson—that great spiritual force which the Lord God sent to this democracy that it might have fair trial, to teach it patience with

common men and faith in their unfailing rectitude—claimed his deepest heart.

His was the first voice to declare that there was no place for a Helot in our system and that the negro must be trained properly for life in this nation. He was among the first to urge common sense as against sentimentality in the education of the negro. He denounced vehemently the proposition to divide taxes for educational purposes, on the basis of race, as un-American, undemocratic, un-Christian, unwise. He it was who first pointed out that the strategic point of the whole educational battle was the untaught white man and his child. He was the first to thunder out to colleges and universities that education was one whole thing, and that the colleges and universities must come out of their isolation, and, under the operation of the principle of *noblesse oblige*, lead the fight for the education of all the people. He sent home to our people their share of responsibility, and he also made the world know something of the courage and patience and self-reliance of the Southern struggle for self-realization, and he made the world believe that there was strength and purpose enough in this people to solve their own problems with justice and wisdom. In the discharge of all of these duties of the pioneer and the propagandist, no man in America, since Horace Mann, has shown such energy and enthusiasm as J. L. M. Curry. He had the genius for giving himself out, and the equipment of intellect and temperament necessary for his many-sided duties. Before the legislatures of every state, from the Potomac to the Gulf, from college platforms, in great national gatherings, by country cross-roads, and in little villages wherein some impulse stirred a community to better its life, his voice was heard for twenty years.

I saw him for the first time in 1883. A thriving North Carolina town was proposing to tax itself for adequate school facilities. This was not then an every-day occurrence in North Carolina. Curry stood before them and plead with passion and power for the children of the community. I remember how he seized a little child impulsively, and with dramatic instinct placed his hand upon his curly head, and pictured to the touched and silent throng the meaning of a little child to human society. It was the first time I had ever heard a man of such power spend himself so passionately in such a cause. I had seen and heard men speak in that way about personal

religion and heaven and hell, and struggles and wrongs long past, but never before about childhood. It seemed to me, and to all young men who heard him, that here was a vital thing to work for, here indeed a cause to which a man might nobly attach himself, feeling sure that, though he himself might fail, the cause would go marching grandly on.

And now, what is the lesson of this sincere inspiring life, for we are not here to mourn Dr. Curry or to recount in formal fashion the details of his life or to enumerate his specific achievements, to catalogue the honors of his long life. I know of no happier life than Dr. Curry's. There is not an earnest man here who does not thrill at the thought of living such a life of work, and of making such an end of triumph. We do, indeed, sorrow in our deepest hearts, with her to whom his daily presence meant strength and joy, and who was to him all of this and more. We sorrow, too, with his son and his kindred. We do, indeed, miss him here and everywhere—we miss the tonic of his unconquerable youth, his noble mien and presence, the vibrant tone of his voice, the old-fashioned eloquence out of the heart, the garnered wisdom and experience, the sympathy, the vitality, the holiness of the man. My own heart has a sense of loneliness for the loss of him, for I loved him as men love one another, as the younger man sometimes loves the elder who has reached out to him warm, strong hands of sympathy, helping him thus to live loyally with his higher self, and who has stood to his sight an embodied ideal. But "we wage not any feud with death." It is the commonplace of life. It is taught everywhere in nature and in literature, by the bright-winged ephemera that flutter about in the golden sunshine after the spring rains, and by the solemn imagery running through human writing wherein life is likened to the flying cloud, the stuff of dreams, the fleeting shadows and the vapor that vanisheth away. The strongest of us all shall shortly, as time runs, be elsewhere, even as our dead friend and leader, and the children playing in the fields shall stand in our places doing the world's work. Matthew Arnold in "Dover Beach" calls his love to the window and bids her hear the grating roar of the pebbles on the shore, bringing to his mind, as to Sophocles long ago on the Ægean, the eternal ebb and flow of human misery. They must love each other he says pitifully, for the bright-seeming world lying before them has really neither light, nor hope, nor love, nor



certitude, nor peace, nor help from pain. Such a life as Dr. Curry's, with its eager zest, its joyous desire to be at work, its perception of human dignity and worth, puts such pessimism out of thought and soul, and teaches that the high analogies and impulses of life come not from the moaning sea, but from the glad, renewing earth, and from undismayed, advancing life.

The chief work then of this noble life was to develop an irresistible public opinion in a democracy for the accomplishment of permanent public ends. In short, through such work as his in one generation of grim purpose and intellectual audacity, the South has lost its economic distinctness and has become a part of American life and American destiny, and the North has learned to love, I trust, its brothers whom it did not know and, therefore, could not understand. Men may forget the oratory, the diplomacy, the intellectual vigor, the gracious, compelling charm of Curry the man, but they will not forget the zeal, the self-surrender of Curry the social reformer and civic patriot; and when the final roll shall be called of the great sons of the South, and of the nation, who served society well when service was most needed, I believe that no answer will ring out clearer, and higher and sweeter in that larger air than the *Adsum* of J. L. M. Curry. I trust that the State of Alabama, whose citizenship he adorned, may have wisdom enough to reserve one of its niches in the national capitol for a statue of this man, not only in recognition of his great services but to emphasize the fact that a man may be a statesman or a hero, as well by service to childhood and ideals of training, as by subtlety in constitutional argument or bold courage in war. His work has been accomplished and has been handed on to the living, and he has gone. His fame is secure, for it is the persistent fame of the teacher and reformer.

Marcus Aurelius in his tent on the Danube tells how he learned discipline from Rusticus, and kindness from Sextus, and patience from Alexander, mentioning one by one his old teachers, and their names glow there forever beside their pupil's—the pure pagan—shining like stars in that heathen light. In such ways does the teacher live on through generations, teaching in death as in life. Is it not the task of the living to take this public opinion, now ductile and shapable, and fashion it into scientific, active forces, and realize it in ever greater and more enduring institutions and agencies for the betterment of man? Is it not our task, gaining strength from

the example of this dead leader of ours, to press forward with patience and quiet resolve, not to be deterred, not to be made afraid, not to despair, not to listen to any voices save those voices within us, which tell us that such work cannot die? Surely this work we are in is the nation's work, and this nation is a great spiritual and moral adventure worth living for and working for, as well as dying for.

Earnest, simple men, like him of whom we have spoken, have hallowed its past by upright living and patriotic purpose. Strong, stout souls hear the call to battle for the integrity of its present life, and hints and prophecies of its wide and liberal future sing in the hearts of the long, bright line of invincible youth to whose freedom we stand pledged, even as there stood pledged to us, the high-statured men of the olden time.

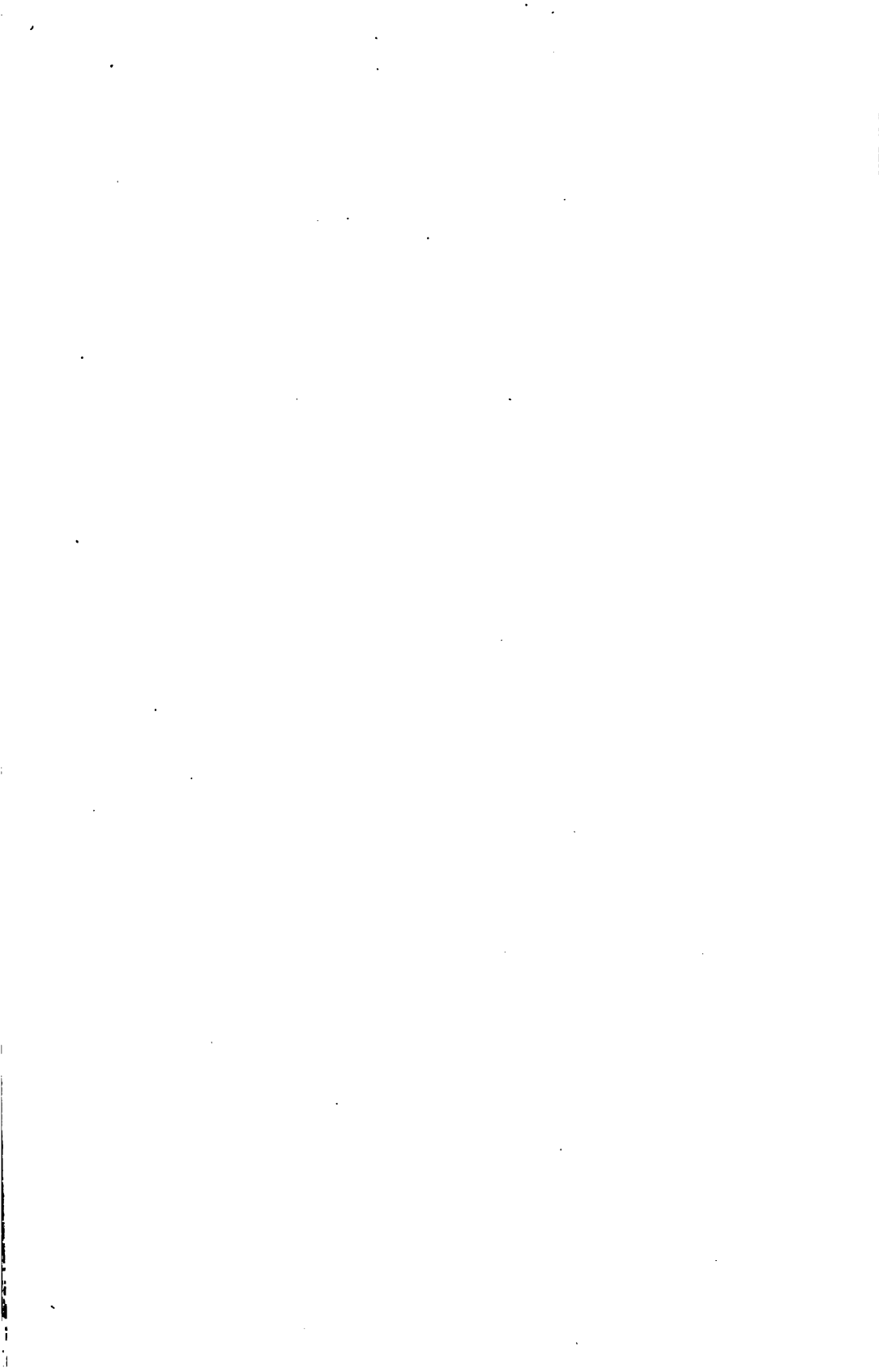
The audience was dismissed, after the Benediction by the Rev. Lyman Abbott, LL.D., of New York City.



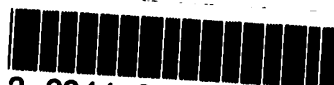








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